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CHILDREN'S DRAWINGS

*Compiled under the direction of
Stella Agnes McCarty, Ph.D.*

Chairman of the Child Study Committee of The International Kindergarten Union

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Teaching a Foreign Language by Natural Methods¹

Claes Leonard Hultgren, Sr.

Chicago Normal College

INTRODUCTION: This true story of teaching a little child to speak in two languages is more than a tale of the methods for acquiring a language. It is an account of a child's first school and of his best teacher. The child gained information, acquired intelligent interests and attained emotional poise through happy, wise experiences—notice the unusual practices which led to the feeling of trust rather than fear in an animal situation. The most important education came from the sympathetic companionship, which aided in developing his personality and character.

—Luella A. Palmer.

SOME years ago I met a little lady of two who at that tender age spoke English, French and German with equal ease and precision. This case was much more impressive than instances of older children who had mastered more than one language that had come under my observation. I then determined that should I be fortunate enough to have children of my own, they should receive their language training at the time in life when such instruction can be given with the greatest ease, and by a method that will bring the most lasting and practical results. How could it be done without employing a teacher or governess? That was my problem.

When my first son, Claes, Jr., arrived, four years ago, I lost no time putting my resolution into practice by making him familiar from the very first with the sound of the language of his fathers. His mother is of English descent, Canadian born, and knew no Swedish. All of our acquaintances and the people with whom we came in contact spoke English

only, so that the big problem from the beginning was how to give any other language even a fighting chance. All instruction devolved upon me and I had just taken up a line of work which, during my son's first three years, kept me away from my family more than half of the time. Yet I determined to begin my son's education in the languages immediately. Naturally Swedish would come first and other languages as my ability and circumstances would permit.

After my family returned from the hospital I had just one week before my work called me away. Those few precious days, therefore, I devoted most assiduously to the education of my son. Whenever I could be with him during his waking moments I tried to let him hear as much Swedish as possible. I talked to him, as parents are wont to talk to babies, and always in Swedish. What I could recall of long neglected poems I recited to him, and what few songs I remembered were brought back to memory and sung to the best of my ability, although I am no singer and am painfully aware of this deficiency. But this was only a part of the educative proc-

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ess. With my little son in my arms I would go from room to room, point out various objects and articles of furniture and tell him what each was called, describe its use or purpose, perhaps tell of what it was made or describe the process of manufacture; anything, in short, that would provide subject matter for this one-sided conversation with a quiet and, to all appearances, most interested listener. Out of doors was not neglected and the views from the windows even were touched upon in our conversation.

The day before my departure I was taking my son around the room, going from picture to picture calling his attention to them and talking about them. He had learned by that time to look in a definite direction and his eyes focussed on the pictures. It was only the light shining on the glass probably that attracted his attention, but even that was encouraging.

It was Christmas, five months later, that I saw my family again. The four days that I could spend with them were used in a similar way. No waking moment that I could be with my son was neglected and no opportunity for conversation left unimproved. Although he had heard no language but English all these months he showed an equal interest in the new language. He was good company, too, for now he could notice things, laugh, and in his baby way take part in the conversation with the babbling prattle of five and a half months of age.

Real instruction, however, did not begin until near the end of March when my family joined me at Baltimore. While in Maryland I expected to be able to be near home part of the time and our boy's education in Swedish could begin in earnest. Claes had already made great progress in English. His mother

had provided an ample fund of nursery lore, so that he could recognize the Mother Goose rhymes and play several finger games. He could understand many things that were said to him and, like all children of that age, he had a receptive attitude toward any information or educational material that might be properly presented.

During this time Claes made many efforts to express himself and the result was the usual childish babble which fond parents can understand, but no one else. He had thus built up a varied baby vocabulary before he mastered his first real word, "cracker," at nine months of age. This word he now used on all occasions, not only when he wanted a cracker, but for anything else he desired and also to express emotion and pleasure or, on occasion, excitement.

Wherever we went I used Swedish in speaking to my son, never allowing an exception to occur, but results were not very striking or apparent and good natured fun was sometimes poked at me for my efforts. One lady, while my family was with me at Brunswick, Maryland, said she had learned one Swedish word from Claes and found that was the same as English. The word was cracker.

However, results of our educational efforts were beginning to become more apparent. Claes soon acquired a Swedish word, "bröd," which he used in place of cracker. Before long he learned to use a verb with this noun and his request for bread or cracker was "ha' brö." His pronunciation at first was imperfect, giving the sound of "crö." Naturally he learned to understand words long before he could say them or use them in conversation. For example, he quickly learned to understand the Swedish equivalent for "let it alone" when ani-

mated by an apparently irresistible desire to put his little hands on my collar. But very few repetitions of the question, "skall pappa taga Claes?" were needed to arouse the response of uplifted hands, ready to be taken, and just as easily he learned the significance of the rhyme, "Rida, rida, ranka," which I repeated to him while he rode "horseback" on my foot.

The most rapid progress along this line during the early period was made during the two weeks we spent at Brunswick. Every afternoon I would take Claes for an outing, sometimes carrying him in my arms, sometimes wheeling him in his carriage along the hills back of the town, or up and down its quaint winding streets. Sometimes we would cross the Potomac to the green hills on the Virginia side, where we would pick flowers or watch the trees and birds. On many of these trips his mother accompanied us, but if the weather was rainy baby and I would generally take our outing alone, the boy well wrapped and held snugly in my arms, with the additional protection of a big umbrella.

Always on these outings we sought new objects of interest and always had plenty to talk about. Claes became so accustomed to these excursions that he looked for me to take him out every late afternoon. If necessary preparations were not made he objected strenuously. It was part of his daily routine, and rain, to him, made no difference. His attitude pleased me for it was our own time together, devoted exclusively to seeking amusement, experience, and education. What proportion of these experiences left impressions of any permanency is difficult to estimate, but various factors must have left traces on that tender little brain, for they certainly contributed to later efforts at baby expression

and isolated words coming unexpectedly from the little lips.

Among the things we definitely know left permanent impressions were the animals we saw. Dogs, rather friendly, were plentiful in Brunswick, and my son learned to reach out his hand to pat them. Occasionally a cat was accorded the same privilege, and horses standing in the street were approached and the baby hands allowed to stroke and pat their smooth, glossy coats. The birds that frequented the wooded dells and nested in the trees and thickets were patiently pointed out till my son was able to notice a moving bird if close at hand, or one at rest, if the little eyes were directed toward it. How do I know that these were impressions of a permanent nature? Because, for example, after Claes had become accustomed to looking for the dog when I pointed it out to him, I changed to using words only, and the boy became able to look for and see the animal of his own accord.

Thus my son learned to recognize the words for horse, dog, grass, bird, water, flower, cat, hill, green, and, of course, many others. This does not mean that he knew the literal meaning, for example of "green," but the word was known as a familiar sound and always in connection with the grass or trees or hills. Dog and horse and flower he knew definitely, as his responses showed, although he could not yet say them. He also knew water as exemplified by the broad flowing Potomac, and he knew it as taken from a cup to satisfy his thirst. Not that he necessarily knew one to be the same as the other, but he knew definitely where to look for the big stretch of moving water under the bridge, or the flowing stream at the foot of the hill, just as he knew that water in a cup was something to sip between his lips.

All of this will seem to be nature study rather than the study of language; but these varied experiences, although in themselves of great educational value, did more than provide a knowledge of nature. They furnished both the material and the opportunity for the natural use of language, and I was more than pleased with the results.

After returning to Baltimore, whenever I could be at home in the evening I never missed an opportunity to take Claes out for a ride in his carriage, or take a stroll in the nearby park with him in my arms. Here he learned to recognize water in still another form in a fountain at the center of the park. We always stopped there first so that Claes could have the pleasure of watching the sparkling jets and listen to their splashing music as they dropped into the basin below.

Sometimes we would sit quietly on a bench watching the children at play, notice some other baby taking an outing in the park, or perhaps just see the people pass, or resting on other benches. All of this, especially the activities going on around us, furnished topics for conversation, but Claes was never satisfied to remain still long in one place.

The street lamps were a never ending source of delight, as light is always interesting to a baby. It became almost a habit with Claes to look to see whether they were lighted when we arrived in the park, and if he chanced to be looking just at the time the current was turned on he would give vociferous expression to his delight and satisfaction. Harder for him to notice were the fireflies flitting here and there or resting in the grass, but they too, after patient effort, were noted and then on succeeding visits watched for with intense interest.

Much of our time was devoted to the

study of plants and flowers, for here we had the inherent appeal of color to work from. In addition to beautiful flower beds there were urns containing various kinds of flowers arranged along the sides of the park. We would pause beside each urn in turn and I would point to the flowers, call attention to the various colors, the different shapes and arrangement of sepals and petals, and contrast the different hues with the ever accompanying green of the leaves.

Claes was so anxious to touch the flowers that sometimes I would hold his hand carefully and let the little fingers pass lightly over the surface of some especially attractive blossom. Ordinarily, however, I took care to stand at such a distance that the flowers were just out of reach of the baby fingers which, otherwise, would probably have made short work of the beauties of the park. He soon learned that he should not reach for the flowers and we could stand close to them and talk about them without my boy making any effort to handle them.

It was after this lesson had been thus thoroughly inculcated that Claes had his first birthday party at the country home of some of our friends. Here he was encouraged to pick flowers for himself, but he looked puzzled as if asking: "Am I allowed to touch them?" At this visit, too, other educational opportunities presented themselves. He saw the growing corn and garden; he saw cows milked for the first time; renewed acquaintanceship with horses, which he patted with keen enjoyment, and met the sheep and chickens. In all of this he took the deepest interest and in addition to listening to my description he took active part in the conversation on his own account, but not in a way that an outsider could have understood.

(To be continued)

The Kindergarten Promotion Standard

EDNA DEAN BAKER

President National Kindergarten and Elementary College, Chicago

FIIFTY years ago or more, when the first kindergarten trained child in this country burst into the quiet, impulsive primary room with his eager, curious hands, his ready questions and comments, his many suggestions on songs, stories, games, it must have been a shock to the primary teacher. Since that day decided changes have been effected in the primary school until at the present time the primary grades and kindergartens in many of our cities are under the same supervision. Almost all of our training schools are offering kindergarten-primary courses, and it would be difficult in entering many primary rooms to tell upon first glance whether the rooms were primary or kindergarten, because the same underlying point of view prevails, the same activities are largely represented, and the little child is as spontaneous, as happy, and as truly purposeful in his expression with the one group as with the other.

During these fifty years, there has been a gradual change in the attitude of the public toward the kindergarten. In the first place, it was considered a hindrance by many primary teachers, who said that they would prefer to have children from the home or the street rather than from the kindergarten. This attitude was adopted by parents and was very difficult to overcome.

After the kindergarten was no longer considered a hindrance, it was looked upon as a luxury and, as such, was the first department of the school to be dispensed with if funds were low. In time, however, it has come to be looked upon as an economic asset.

The study of W. J. Peters a short time ago, in which he traced the progress of 187 kindergarten pupils through the first five grades and the progress of 187 non-kindergarten pupils through these same grades, showed that each group finished in 923 years, whereas at the normal rate of progress they would have finished in 935 years. Neither group had an advantage in this showing, but when a study of averages was made, it was found that the kindergarten group averaged 3.4 months younger than the non-kindergarten group. Mr. Peters rather humorously points out that 187 times 3.4 months gives 53 years and that considering the average wage of an adult worker,—\$1,000 a year—then the teacher of 24 kindergarten children saves the state \$6,400 each year that she teaches.

But the kindergarten is more than a time saver. As Professor Root, of Pittsburgh, has well expressed it, the kindergarten is justified on the basis of the "brimming cup of Simon-pure joy" that it gives little children. Children have well expressed this joy. Little

Jackie at four said to his mother when she asked him how he liked the kindergarten, "Mother, I don't like it. I love it." Another little child remarked to her kindergarten teacher "The only thing that I don't like is not having kindergarten on Saturdays and Sundays."

With the present stress upon mental hygiene, we are able to appreciate more fully than were educators in the past the effect of happiness on the physical and mental well being of this little child. T. E. Brown, in a little poem, entitled *When Childher Plays* has expressed very convincingly the value of an education through play in the happiness that it creates.

"Now the beauty of the thing when childher plays is
The terrible wonderful length the days is.
Up you jumps, and out in the sun,
And you fancy the day will never be done;
And you're chasin' the bumblees hummin' so cross
In the hot sweet air among the goss,
Or gath'rin' bluebells, or lookin' for eggs,
Or peltin' the ducks with their yalla legs,
Or a-climbin' and nearly breakin' your skulls,
Or a-shoutin' for divilment after the gulls,
Or a-thinkin' of nothin' but down at the tide,
Singin' out for the happy you feel inside.
And when you look back it's all like a puff,
Happy and over and short enough."

The kindergarten is also justified on the basis of the habits that it builds as well as its knowledge content. The kindergarten teaches through doing. The child learns through activity and he applies what he learns.

What are some of the gains specifically of the kindergarten child? In the first place, what does the kindergarten do for him physically? We should be perfectly willing to admit the past sins of the kindergarten with reference to

the physical welfare of the child. Possibly the kindergarten even deserved at times the odious title of a "breeding place for contagions," but, with rare exceptions, it has always given happiness, emphasized cleanliness of person, and provided a variety of helpful plays developing many important body co-ordinations. Stimulated by Montessori and the English nursery school, by the statements of Terman and Gesell and other writers on child hygiene, the kindergarten is rousing to meet the challenge that one-third of the deaths of the nation occur under six and that most physical defects originate in the pre-school years. In the pamphlet published by the Bureau of Education on the *Kindergarten and Health*, Julia Wade Abbot gives a list of health habits. In an *Inventory of Habits*, a pamphlet published by Teachers' College, and compiled by Agnes Rogers, two separate lists of health habits are given—those to be acquired in kindergarten and those to be acquired in the home. Courses of study prepared for the kindergarten and primary grades, such as the Kalamazoo course, give a very important place to the acquisition of such habits.

A few of the objectives toward which kindergartens are striving, are a thorough physical examination for every child upon entrance; a report to parents on the results of the examination, including what the parent needs to have done for the child; daily health inspection by a nurse or a doctor; feeding of the child where necessary; abundant exercise, calling for the coördination of large muscles; and most important of all, stress upon such habits as how to dress, how to brush teeth, how to eat, how to wash hands, and how to blow the nose.

The mental gains from the kindergarten should include ability to use the senses for ready observation, the acquisition of a rich fund of images resultant of sense contacts and plays, the possession of many concepts not readily acquired by non-kindergarten children. In a study made some years ago by G. Stanley Hall on the content of children's minds when entering school, the kindergarten child was decidedly in advance of the non-kindergarten child. Another mental gain of great value is the fund of words, the vocabulary acquired by the kindergarten child. This is of special value in the case of the foreign child.

In the course of study for the primary grades prepared by the Seattle schools, the pre-requisites to reading are rich human and nature experiences, a fund of everyday words, familiarity with the literary forms of stories and poetry and a desire to read. Every one of these pre-requisites is possessed by the kindergarten child who has had good training.

Such abilities as the following ought also to have been acquired: ability to concentrate, comprehending when first addressed, ability to find a useful occupation, ability to criticize work and conduct, ability to complete work, ability to take directions and to initiate or lead.

The outstanding contribution of the kindergarten, however, is undoubtedly the social one. Starbuck, in his character education plan, says that the kindergarten years are important for developing attitudes and ways of helpfulness, love, kindness, and coöperation. In a good kindergarten, selfishness gives place to kindness, cruelty to sympathy, and this is the ethical contribution of the kindergarten. A few of the social habits which a kindergarten child acquires are

saying "please" and "thank you," waiting for his turn, not taking the property of others, not annoying others by pushing and pulling, sharing or not taking the best for himself, not interrupting needlessly, taking part in coöperative enterprises, and obeying the rules of the group.

There has been a great deal of discussion recently as to what the promotion standard from kindergarten to primary should be. In the past the standard has been the chronological age of six years and in most of our public school systems this is still the standard, and an exceedingly rigid one. If the kindergarten teacher does not promote the child as soon after his sixth birthday as a regular promotion takes place, the parents make valuble protests even though the kindergartner is able to adduce good reasons why this particular child is not ready for first grade work. On the other hand, even though the kindergartner wants to promote a child at five and three-fourths years of age or five and a half years of age because she feels that he is ready for the work of the primary and will waste time if not promoted, she is often unable to make the adjustment.

One great difficulty in attempting to establish a standard other than the chronological age requirement is the fact that not all children are attending kindergarten, and if the non-kindergarten child can start into primary without meeting any specific requirement other than that he shall be six years of age, there seems little justice in compelling the kindergarten child to attain a promotion standard.

The following opinions, however, have been expressed by several kindergarten and primary teachers and supervisors as

to what a desirable promotion standard would be, if such a standard could be practically worked out and enforced.

- First of all, they would have a health requirement. No child who was decidedly underweight or who had other removable physical handicaps would be promoted from the kindergarten into the primary until the physical condition was corrected. This standard would do a very great deal to get parents to have the medical treatment for their children and the corrective exercises during the years of four and five that would be essential to put them in first rate condition for the work of the primary grades. It is a well-known fact that the years of six and seven are hard upon the child physically, either because of certain changes in the organism at that time or because of the prevalent type of primary regime. In any event, the years under six find the child more plastic physically and more quick to respond to treatment in the elimination of wrong physical conditions.

- It is also advised that there should be a language requirement for entrance to the first grade, that the child should understand and speak English sufficiently to participate intelligently in the activities of the kindergarten. This would eliminate from the first grade group the handicap of the foreign child who does not speak or understand English, and would be of the greatest assistance to the first grade teacher. No little child who cannot speak the English language has a good chance in learning to read it. In many instances he is the retarded child, who is an expense to the school and who is discouraged because of his failure at the very beginning of his elementary work.

A few teachers are advocating a

mental age of six years as a result of studying children carefully in a few primary grades where the Terman revision of the Simon-Binet intelligence test has been given for four or five years. It has been observed that in general the child who has a mental age of five years and six or eight months learns to read with great difficulty. In fact, it is likely to be drudgery for him. The child who has a mental age of six years finds reading difficult but he can learn to read with good method and sufficient repetition of vocabulary. The child who is six years and five months mentally learns to read with ease and joy, whatever the reading method.

- An emotional requirement has also been suggested, namely, that children who are emotionally unstable, very timid and fearful, very irritable and nervous, should not be promoted until they have gained sufficient emotional stability to be happy and at ease with the group of kindergarten children.

- A final requirement is the social one. An outstanding example of a social requirement that has been worked out and applied is given in the *Conduct Curriculum for the Kindergarten and First Grade*, with introduction by Professor Patty Smith Hill, and contributions by the various teachers of the kindergarten-primary department of Teachers' College, Columbia University. The four points upon which the child is graded are his ability to work intelligently, his ability to coöperate in spontaneous group, his ability to take part in an organized group, and his responsibility. A definite system of marking on these four points has been used in connection with specific questions under each point.

If a kindergarten standard is developed along the lines that have been indi-

cated, it will undoubtedly increase respect for the kindergarten, since superintendents, primary teachers, and the public in general have felt and reacted unfavorably to the indefiniteness of kindergarten achievement. Such a standard will aid the kindergartner because it will give her some specific objectives for her work. It will add to the ease of the primary teacher's work and it will be of inestimable value to the children

in seeing to it that all of them make certain fundamental gains that are basic to their success in the elementary school.

To arrive immediately at a standard such as has been indicated is impossible, but if every kindergartner will start where she is and work for some requirement in the standard other than chronological age and will seek to make that standard a little higher each year, undoubtedly the battle can be won.

"Know you what it is to be a child?

It is to have a spirit yet streaming from the waters of baptism; it is to believe in love, to believe in loveliness, to believe in belief; it is to be so little that the elves can reach to whisper in your ear; it is to turn pumpkins into coaches, and mice into horses; lowness into loftiness, and nothing into everything, for each child has its fairy godmother in its own soul; it is to live in a nutshell and to count yourself the king of infinite space."—*Francis Thompson.*

Easter is the time for renewal. Dry branches clothe themselves afresh; the bare earth becomes alive with the upspringing verdure. The significance of all this is accomplishment. First the awakening, next the effort of growth, then harvest. For each one of us such should be the course of life,—ever the new birth of inspiration, growth into earnest purpose, and the fruitage as shown in exalted character and loving service.—*ABBY MORTON DIAZ.*

Intelligence Testing in the Kindergarten

HELEN L. DUNCKLEE

Boston

THE following experiment, with its accompanying remarks and conclusions, is described by one who has little knowledge of psychology but finds herself interested in the movement of intelligence-testing, especially as to its value with young children. This article is written more to determine her own attitude in regard to its benefits and shortcomings than to convince others. She wishes to make clear to herself to what extent she may depend upon the tests in judging of the ability of little children to do advanced work and their probable rate of progress. She must know whether she may better trust to their findings, to her own estimate of a child's ability, or again, as some advise, to a combination of the two methods.

The opportunity was recently offered to Boston kindergartners to use with their classes what is known as the Rhode Island test. A number of teachers responded, teachers who had previously experimented with the Simon-Binet test. The latter is a more comprehensive test, and, as the writer believes, consumes more time than is practicable in large public school kindergartens. The Rhode Island test, however, is easily given even by teachers who have had no previous experience in testing; also it is intended for very young children alone, children from 3 to 6 years of age. The

Simon-Binet test, on the other hand, covers all ages and can hardly be given in less than fifteen minutes, frequently more time is required.

The Rhode Island paper consists of six groups of pictures, each testing a different phase of the child's ability. In the first group are eight pairs of contrasting pictures, presenting objects having attributes known even to little children. These are qualities such as big and little, fast and slow, right and left, pretty and not pretty. The children mark the objects illustrating the quality asked for, as the bigger, the one that goes fast, etc. In the second group are four pictures, each showing something omitted; the child marks the place where something is left out, a button from a coat, a finger from a glove, a step from a ladder, or a tail from a kite. The third group shows a family out walking. The child is to mark the mother and the boy. The fourth test consists of four pictures of children doing things, dressing, cleaning, sweeping and skating; the child selects the activity asked for. In the fifth group he must mark the fireman and the sailor in distinction from the policeman and the soldier.

The sixth and last test is by far the most difficult, for in five separate spaces are groups of simple geometrical figures, or beauty units. The child must find one, two, three, or four of those figures

not like the others in the first four of these spaces, and five alike in the last space. This means careful recognition of both number and form.

The children in the class examined, numbering 44 pupils, averaged in age 5 years and 3 months at the date of testing. They are American-born, about one-fourth having parents born in other countries though not recent immigrants, the parents having already made for themselves a place in American life. As in every normal class a few of the children are very bright, a few quite slow, and the majority of the class of average ability. If the teacher herself were to grade them roughly as to intelligence she would mark 7-A, 7-C, or lower, and the remaining 30-B. There are no abnormal children in the class. They all come from comfortable homes, the fathers being tradesmen, janitors, policemen, and two of them professional men. The children tested had the natural traits common to any group of young children, some very talkative, others diffident, some over-stimulated by certain home conditions and some extremely young even for their 5 years.

Since the testing was done by the teacher who had been with the children a full year there was no evidence of undue shyness. All apparently enjoyed having her undivided attention. Some children judged quickly and correctly as to the objects asked for, others quickly but heedlessly and without looking at more than one object; while still others pointed and then looked at the teacher for confirmation of their choice, and a few hesitated to mark at all or declared that they did not know.

Three mothers were allowed to be present on two occasions of testing, though not of their own children. It

was interesting to note their attitude later in regard to their own children. They were more apt to blame them for any inaptitude shown, or give credit to those who did well, than they were to realize the test as merely the expression of the child's mental ability, for which he was in no way responsible. Altogether the parents' understanding of the uses which could be made of the tests, as an index pointing to the need of reforming certain traits and tendencies, was somewhat disappointing, in that they were not as wise as the teacher had hoped they would be. (They seem not to appreciate the fact that any shortcomings or weakness revealed in children at this early age are due wholly to inheritance or lack of right training.)

The Rhode Island test appears to be well-adapted to the child of kindergarten age (though the pictures are not always correct nor well-drawn) and the child who scores 27 out of a possible 28 points shows a knowledge of familiar objects and their qualities, keenness of observation, a realization of the most common social relations and activities, and an ability to classify and enumerate unlike and like forms. The scores of the 44 children (26 boys and 18 girls) tested were as follows:

SCORES	BOYS	GIRLS	TOTAL
25 to 27	5	3	8
19 to 25	15	9	24
12 to 19	6	6	12
	26	18	44

Of these tests we decided the first to be good; test 2 doubtful as to the omission of a tail from the kite, since kites do not always have tails and a kite is not a familiar object to a child of 5

years. In test 3 we observed a decided tendency to mark the nearest person, regardless of the fact that only the mother and the boy were asked for. Test 4 was good, also test 5. We noticed in this test that the forms which resembled known objects, as stars or flowers, were sooner recognized than squares, triangles and circles. In all the testing we found children had lower scores when they lacked persistency in looking for the thing required. Apparently they made less effort than children who scored higher.

To the teacher certain facts and conditions were revealed of which she could make practical use later. These were:

1. Many very able children are to be found among those who keep well in the background of a class, and the teacher may lose much valuable time if she does not discover this ability early in the year.

2. The tests brought her to a fuller realization of the fact that ability is already present in the children, that it is not supplied by the teacher, her part being merely to supply the means and methods for its best development.

3. More intelligent treatment of individual children is possible as a result of the testing. For example, children who are forming a habit of leaning upon some older or more forward child may be found superior to the one on whom they lean, and should be encouraged to develop their independence.

4. Many forward or talkative children seem much brighter than the test shows them actually to be.

5. Quite young children frequently score as high as others who are considerably older in behavior or in years, showing that the knowledge not within the child's usual experience, but that is

imposed upon him by older people, only makes a child appear to know more. Such knowledge does not affect at all the natural intelligence of the child.

6. Children of foreign-born parents, though as quick of wit (often even quicker) than those of American-born parents, are usually held back in their development by their non-English speaking mothers, and the inclination of the parents to adopt the coarser English which they hear spoken in the streets and among people who know as little of the language as themselves and speak as incorrectly. The children, realizing their inability to express themselves in the language of their mates, lose confidence and become easily discouraged. An extremely able child, however, sometimes overcomes this handicap, as did an Italian boy of this group whose score was one of the highest.

7. Remarkable quickness in perceiving resemblances and great orderliness in mental processes are found in the working of even very young minds, as was shown by children who not only recognized at once forms which were similar but connected them by a drawn line, as one would expect only older persons would do.

8. As compared with the teacher's own judgment of the class, without the assistance of the test, there was a greater difference than she had thought possible. She feels that of the two methods of judging a child's ability the use of the test is the more reliable. The class as a whole scored about as she had judged they would. It is in the revelation of the individual child that she finds the tests to be most helpful. Some proportion of the children, because of shyness, difficulty of expression, or because of the unusual experience presented to them

by the tests, may be at a disadvantage; the majority however reveal themselves to a teacher in a much clearer light than would be possible without them. Each child is thus given an opportunity to show his innate ability to perceive, to compare, to judge, without those disturbing factors in class exercises which at times paralyze the best endeavors. Alone with one who is encouraging him to do his utmost the child can be natural and at ease.

The teacher must then conclude that the Detroit, or any similar test, taken at the beginning of the year would enable her to do a better year's work with the individuals of her class than she could

possibly do if she were to trust to her judgment alone, and the coming year she intends to use the tests for the purpose of learning at the start the ability of each and every child, and helping him to develop steadily and in accordance with the knowledge of his intelligence which she has acquired previously through testing. The results as to rating for promotion will be the same as at the end of the school year, the difference being less likelihood that too much or too little will be expected of any one child, and the avoidance of such misunderstandings as may easily encourage habits of laziness, dependence, over-exertion or self-depreciation.

"He owns the bird-songs of the hills—
 The laughter of the April rills;
 And his are all the diamonds set
 In Morning's dewy coronet,—
 And his the Dusk's first minted stars
 That twinkle through the pasture bars,
 And litter all the skies at night
 With glittering scraps of silver light:—
 The rainbow's bar, from rim to rim,
 In beaten gold, belongs to him."

—*The Child: James Whitcomb Riley.*

Department of Nursery Education

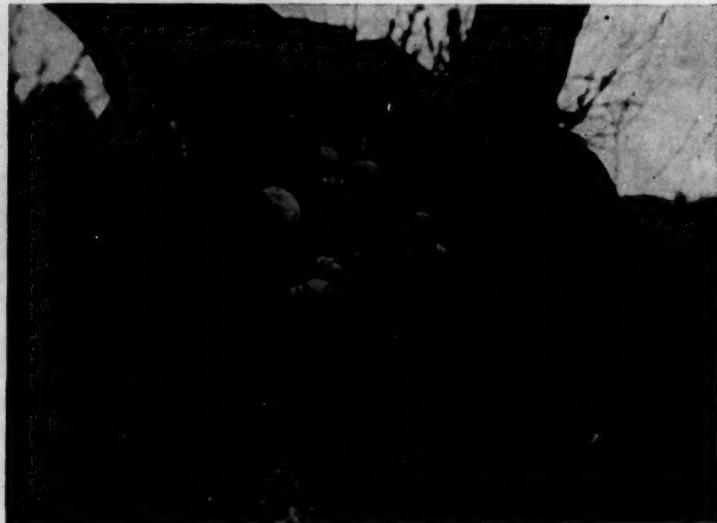
The Haverford Nursery School

MADELEINE H. APPEL

THE Haverford (Pa.) Nursery School grew out of the needs of a little boy of three, the son of a college professor. His parents were eager for him to have the companionship of other children of his age and believed that his

to several of his patients. So that after the enrollment of the first few children practically no effort was needed to fill the remaining vacancies.

Ten children were enrolled, two of them just under three, one a little over four, and the rest three years old. It



latent abilities could best be developed through the planned activities of a nursery school. They found that a few neighbors were also interested and were willing to join in underwriting the venture. The leading pediatrician among the physicians of the community was enthusiastic and recommended the school

was unusual good luck that the school was able to rent a small building in the Haverford College grounds, consisting of one large room with windows on all four sides.

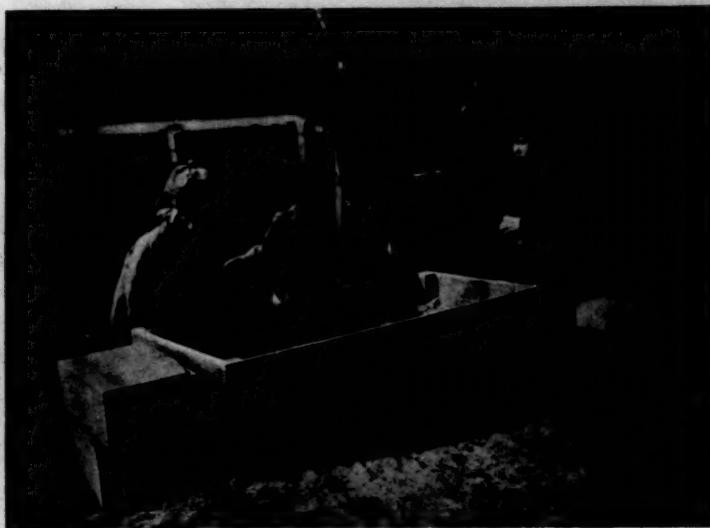
The children arrive each morning at 9.30. When wraps have been removed and everyone is ready, we sing a good-

morning greeting and then sit down on the floor for story-telling. Sometimes the teacher tells the story and sometimes the children recount their experiences. Then we dramatize a Mother Goose song or play a singing game. Marching or listening to a Victrola record ends the opening exercises.

A half hour free playtime follows, during which the children are taken one by one to the toilet and wash their own hands, using small bowls and pitchers.

are possibilities for great adventures—a slide, a swing, a sand box and a ladder leading to the top of a large packing box. Miscellaneous wooden boxes can be arranged in all sorts of ways, according to whether one is in need of a railroad train or a boat. At twelve the mothers come and school is over.

The Haverford Nursery School differs from some other nursery schools. It does not exist for the convenience of working mothers, like the schools which



Often during this period the saw and hammer are in use, for a "house" is in the process of being built. Ten-thirty is milk lunch time. The children set the table, pour the milk and pass the rusks. The handwork period, which comes after lunch, is very popular, and before their milk has disappeared the children usually announce whether plasticine, crayons, beads or puzzle-making will be their work for the day.

At eleven the out-of-door play time begins. In a garden next door there

have been the outgrowth of day nurseries. Far from shifting responsibility, five of the mothers spend certain days regularly at school, acting as assistants and making observations on different phases of child psychology to report at the monthly mothers' meetings. Nor is the school a place to give training in the care of children or to give graduate students an opportunity for research. To be sure the children have been given health examinations, we weigh and measure them monthly, and a psychol-

ogist has determined their mental abilities, but we are not equipped to make extensive contributions to research.

So the success or failure of the school depends upon what it is accomplishing for the children themselves. It is difficult to measure results where growing, changing human beings are concerned. One never knows whether their development would have been the same or different if the school had never existed. And then, too, the school has been in session

and great strides have been made in the management of outer wraps. The children seem to enjoy this increased self-reliance, which has carried over into the homes, the mothers report. Children who would make no effort to dress themselves now insist upon trying everything, even to the lacing of shoes.

Social living not only stimulates effort, it teaches many lessons as well. The only child learns that he cannot always occupy the center of the stage,



only three months, so it is too early to measure results with any degree of finality. The following statements must, therefore, be considered only as thoughts along the way.

The children seem to have gained in ability to handle themselves and to manipulate things. Those who were timid and inexperienced at first have made marked progress in climbing and balancing; there is rarely a serious accident when liquids are being poured,

and "taking turns" and "sharing" have assumed real meanings. When two three-year-old boys, both with positive personalities, can play together amicably with one train of cars for forty minutes, it is no small achievement.

A real group sense has been developed and the children seem to appreciate the companionship of friends of the same age. The following from our daily diary is illustrative: "R (three-year-old boy) joins P (two-year-old girl) at sand

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box. P plays with tea set. Teapot is in front of R in sand. P reaches for it. R starts to take it to prevent P from getting it, but immediately changes his mind and says, 'I'll give it to you and you can have the lid, too.' Later. 'P's a nice little girl, isn't she?'"

If happiness is a criterion it will be safe to rate the school a success. The mothers have spoken again and again of how much the children enjoy it. "Is this the day I go to school?" is an eager question each day in a number of households, and the mothers have reported real disappointment and even tears when a cold has prevented attendance.

And I believe happiness is one measure. Doesn't it mean that the environment the school has provided really does give the child an opportunity for the activity he craves? Certainly greater freedom is possible than in most homes where things are scaled so largely to adult enjoyment, and "don't touch" must be so frequently heard. At school the children are sure to find a community of viewpoint and interests, and it is not surprising that they look upon it as a world of their own.

ADDENDUM BY ONE OF THE PARENTS

Mrs. Appel has omitted the most important factor in the success of the Haverford Nursery School, and that factor is *herself*. A college graduate, energetic, enthusiastic, she turned her back on administrative work of a far more lucrative character, and after a period of training in two nursery schools, came to us at a merely nominal salary. This—and not the renting of the college building—is the "unusual good luck" that made the school possible; and herein lies the very difficult problem of nursery schools—the financial problem. Our tuition charge is \$100. (Comparatively few parents can be found who are willing to spend even that amount on a pre-school-age child!) With ten pupils we have an income of \$1000, out of which must come equipment, rent, heat, janitor service, and salary of teacher. We could not do justice to more than ten pupils, or perhaps twelve at the outside limit. There are only two possible solutions of this financial *impasse*, namely, voluntary donation of services and equipment (as in our case) or complete endowment.

What we need besides religion is spirituality in character—the ability to stand up and be counted for the right; the disposition not to waver, even when in the minority; when standing for a principle.

But it is in religion that this finds its highest development. The teacher should be a living example of character for the children.—*Dr. Ettinger.*

Phases of Work of a Federation of Mothers' Clubs

JULIA S. BOTHWELL

THE Federation of Mothers' Clubs of Cincinnati and vicinity is an organization comprising 116 clubs, with a combined membership of almost 10,000 parents and teachers. These clubs are connected with the public schools of Cincinnati and adjacent communities, private schools, churches, playgrounds, day nurseries, and junior kindergartens. The large membership and the variety of home and community interests represented give this federation a position of unique importance in Cincinnati.

The object of the federation is to bring these clubs into communication with each other: "First, that they may compare methods of work and become mutually helpful; second, to bring about coöperation between the home and school; third, to render aid in the solution of civic problems pertaining to the welfare of the home, school, and community."

The federation has a council made up of two delegates from each club, usually the president and one other member, the officers being elected by the voting delegates at the annual meeting in May. Each month there is a council meeting, the program including routine business, reports of activities in individual clubs, and a lecture or some other educative feature which will stimulate interest in the clubs, when the delegates give their reports at their next regular club meetings. In addition to the lectures and

talks at the council meetings, the federation has maintained a child study class for the last six years. Reports of these lectures and discussions have also been carried back to the clubs, since most of those attending were sent as delegates. This has proved very good practice for the delegates, who learn to take careful notes and to prepare interesting reports.

The speakers for both council meetings and child study classes have given their time to this work without compensation and it is a fact of great significance that we have seldom had a refusal from anyone who has been invited to speak. Speakers have included representatives from the University of Cincinnati, the public schools, Board of Education, Cincinnati Kindergarten Training School, Council of Social Agencies, clergymen, dentists, physicians, nurses, and others interested in the Parent-Teacher movement.

The following extracts from the programs of the council meetings and child study classes show something of the range of interests of the club members and the effort of the federation to foster intelligent appreciation of the work of the schools and other agencies for the welfare of children.

GROUP I. SUBJECTS FROM COUNCIL PROGRAMS

How the Elementary School Serves the Community; The Responsibility of the Federation to the Child Life of the City; High School Boys; High School Girls; Children Who Leave School to go to

Work; Vocational Training in the Public Schools; Handicapped Children; Social Values of the Kindergarten Curriculum; Recent Changes in the Curriculum of the Primary Grades; English as Related to Other Subjects in the Curriculum; Home Help in Forming Right Attitudes Towards Study; A Thanksgiving Festival Demonstration; Nutrition Work in Social Service, A Spring Festival.

GROUP II. CHILD STUDY CLASS PROGRAMS

I. CHILDREN'S GROWTH AND BEHAVIOR. "The springs of conduct are the instincts given by nature and the ideas given by education."

Section I. *Emotional Tendencies.*

1. "Affection, sympathy, joy, interest, desire to nurture—these are too precious to be lost by disuse, or by careless education."

How in everyday life can these be nurtured?

2. Likes and dislikes in regard to food, clothes, playthings, books, occupations and people should be studied, respected, and educated.

Note the influence of example on the child's choices.

Note the effect of approval and disapproval.

How far should a child be allowed to choose for himself?

When does a child begin to think?

3. Some tendencies which may lead to bad habits.

- a. Fears: Note the things which arouse fears.

Do you know the bad effects of fears?

Do you know the value of prevention?

Do you know how to encourage self-confidence and fearless action?

- b. Anger: Note the causes. Can the provoking situations always be avoided?

Would this be best?

Can you teach a child self-control?

How much at three years? Six years? Ten years? Twelve years?

- c. Obstinacy: Is it that the child "will not" or "cannot" act?

How can you tell?

Does he meet other obstinate persons? If so, what is their effect on him?

- d. Crying, fretting, and teasing:—Is there a physical reason, such as indigestion, lack of sleep, fatigue, or over excitement?

Is the child idle or lonely?

Has previous experience taught him that "No" means "Yes" if he teases?

Have you ever rewarded him for crying?

Have you trained him to be agreeable when he cannot have his own way?

Have you learned to laugh with a child, but not at him?"

Does anyone tease or annoy the child?

Section II. *Social Tendencies.*

1. The social instinct: Its manifestations in the adult, in the child. Illustrations. The seeming lack of social instinct in the individual; consequent effect on the individual and upon society. Reason urges the thoughtful care and promotion of the social instinct in our children.

2. Social manifestations in the child:
To what extent have you observed them in your own child?
Does he like to play alone, with one companion or with a group?
Does he like companions older or younger than himself?

What is his attitude towards them?

Is he a leader, a bully, or a follower?

Is he a tease? Does he respect the rights of others?

Is he an imitator or does he always take the initiative?

Does he bring his companions home so that you may become acquainted with them? If not, how do you become acquainted with them? Your child's proper social development makes it necessary for you to know his companions.

II. CITIZENSHIP OF CHILDREN. Guy Allen Tawney, Ph. D. Professor of Philosophy, University of Cincinnati.

The Citizenship of Children—From Without.
 Children from the biological point of view.
 The ancient view that children are possessions and wards of the State.
 Children, the chief end for which organized society exists.
 The citizenship of children as a body of rights. Liberty in childhood. Disrespect for citizenship of children exhibited in (1) the death rate among babies, (2) in inadequate educational facilities, and (3) in war. These, by way of illustration.
 Causes of excessive infant mortality. How eliminate them?
 Ways of increasing educational facilities.
 The ethical views of war.
 Women, especially mothers, more conversant with these facts than men. Hence, the duty of women, and especially mothers, to vote and otherwise take part in government. The right to vote and the duty to vote right are one.
 The Citizenship of Children—From Within.
 Child-citizenship as a trinity of moral attitudes.
 The law of love as expressed in these attitudes.

1. The child's attitude towards superiors (1) at home, (2) in school, etc.
2. The child's attitude towards equals (1) at home, (2) in school, etc.
3. The child's attitude toward inferiors (1) at home, (2) in school, etc.

The end, the aim of citizenship, as of life, is the fostering and unfolding of human powers and capacities in richer and more continuous life. The educational view of citizenship.
 For literature, see G. Spiller's *Moral Education in Eighteen Countries*, pp. 286-295, especially 291-295; Edward Howard Griggs, *Moral*

Education; Nicholas Paine Gilman, *The Laws of Daily Conduct*; Edward P. Jackson, *Character Building*.

III. FOUR LECTURES FOR MOTHERS OF YOUNG CHILDREN.

Lecture 1.

The Occupational and Ownership Interests of Children.

The significance of these interests (a) for the child, (b) for society.

The value of knowing the nature, tendencies and surroundings of your child.

Right occupation as a means of character building.

The ethical standards of children versus those of adults.

Lecture 2.

The Plays of Infancy and Early Childhood.

The play tendencies of this period.

The response of adults to the play impulses of childhood.

The child not a plaything but a person. Training through play.

Earliest experiences in owning and using property.

Training for recognition of rights of others.

Lecture 3.

Play and Work in the Period from Four to Eight Years.

Outstanding characteristics of this period.

Suitable plays and occupations for this period.

Relation of these plays to the child's desire for ownership.

Discipline, knowledge, appreciation gained through play and work.

Lecture 4.

Play and Work in the Period from Eight to Twelve Years.

Characteristics of this age.

Play and work tendencies—the desire for the group or gang.

Growing desire for money and possessions.

The need for money—the regular allowance budget.

Training in earning and spending.

Training in the care of property.

IV. FOUR LECTURES FOR MOTHERS OF ADOLESCENT CHILDREN.

Lecture 1.

Owning and Earning in Adolescence.

Lecture 2.

• *Types of Thinking in Adolescence.*

Lecture 3.

The Adolescent Girl as a Member of the Family.

Her opportunity to appreciate the value of a family budget through assuming part of the responsibility of the household management, planning, marketing and serving the meals—keeping accounts.

Lecture 4.

The Value of Training in Owning and Spending through the Personal Allowance.

How early should this experience begin? What should it cover?

V. SEX EDUCATION IN THE HOME. By Mr. E. F. VanBuskirk, Executive Secretary, Cincinnati Social Hygiene Society.

Lecture 1—*The Need of Sex Education in the Home.*

True meaning of sex in life—sex as seen in the plant and animal kingdoms; significance of sex in human society; evidences of the need of sex education in the home; results that may reasonably be expected from wholesome sex education; guiding principles.

References:

Maurice Bigelow—*Sex Education*, MacMillan Co., New York.

Max Exner—*Problems and Principles of Sex Education* (a pamphlet published by the Y.M.C.A. Association Press, New York.

Lecture 2—*Sex Education in Early Childhood.*

Concrete situations and how to meet them; the beginnings of life in some common plants and animals, as well as human beings; sex education in relation to behavior.

References:

Bertha Cady and Vernon Cady—*The Way Life Begins*, Powell, New York City.

Norah March—*Toward Racial Health*, Dutton Co., New York.

Lecture 3—*Sex Education in Later Childhood.*

Physiology and hygiene of human reproduction as related to the broader aspects of this study; instruction suitable to (1) boys; and (2) girls—developing a wholesome respect for the human body and a desirable attitude toward members of the opposite sex.

References: See Lecture 2.

Lecture 4—*Sex Education and the Adolescent Boy.*

The youth's needs as related to sex; how best to meet them; the motivation of conduct through teaching ideals and suitable facts—demonstration by the use of placards published by the U. S. Public Health Service, entitled, *Keeping Fit*.

References:

Harry H. Moore—*Keeping in Condition*—Macmillan Company, New York City.

Lecture 5—*Sex Education and the Adolescent Girl.*

Corresponding treatment of the subject from the girl's viewpoint; demonstration by the use of placards published by the U. S. Public Health Service, entitled, *Youth and Life*.

References:

Nellie Smith—*The Three Gifts of Life*, Dodd, Mead & Company, New York City.

Mary H. Hood—*For Girls and the Mothers of Girls*, The Bobbs-Merrill Co., Indianapolis, Ind.

Lecture 6—*The Home and Social Health.*

The home as an agency in (1) upbuilding social health; and (2) preventing social diseases; the obligations and privileges of parents in relation to other peoples' children; what your nation, state and city are doing to help make your community a better place for you and your children.

Children's Painting

ELIZABETH RANKIN

Pittsburgh

IN THE kindergartens of the Pittsburgh public schools we use the powdered paint, mixing about two heaping tablespoonfuls of the paint with a quarter of a pint of hot water; into this stir a teaspoonful of library paste or a half teaspoonful of mucilage. If the color does not seem bright enough use more paint. Any of the wall water paints in good colors will do. The paint is brighter and the child can get much more interesting color effects than with the little pans of water color paints. We use large paper and different sized brushes, the largest one-half inch in width. We place the paper in a slanting position either on an easel or some other sloping surface. This gives the child an opportunity for free arm movement.

It is the kindergartner's place to have the paint well mixed so the child gets good bright colors, also to have it a rule that a different brush is to be used for each color. If this is done the colors keep clean and bright and there will be no muddy looking painting.

The child has a wonderful time just covering the paper with color, or putting on strips of different colors, or he may use the brush as a pencil at first, just drawing lines. He works freely, making the kind of things he desires, then we take his pictures and try to develop his painting by giving simple and very few suggestions along the line of art principles, getting over the ideas

of balance, rhythm, spacing, etc., in the most simple way.

The child also gets suggestions from pictures that the kindergartner may show. If his attention is called to interesting color combinations, to design and to simple representative pictures, he will have many more ideas to express. The only thing we teach him is to use his brush lightly (not scrub) and to press the brush against the edge of the glass to take off the superfluous paint. He should also learn to use a cloth to wipe off the paint if it runs too much on the paper.

The accompanying illustrations show the development in the painting of one child. Another child might not develop in this way at all. No two children paint the same things, except when one child wishes to copy something that another has painted. Often a child will begin one type of thing, as a conventionalized design, and will paint it for some time; or perhaps he will begin painting dolls and that will hold his interest. There is certainly no one thing that he should do first, but there should be some development in his different paintings along the same line.

Occasionally there is a child who is not satisfied with his own paintings, whose ideas are beyond his power of execution. In such a case, the kindergartner should step in with suggestions of very simple things that he can paint, so that he will not become discouraged,

and he will soon thoroughly enjoy painting.

The best way to help a child is by calling his attention to simple pictures with art value, not pictures that he is to copy, and not shown to him when he is paint-

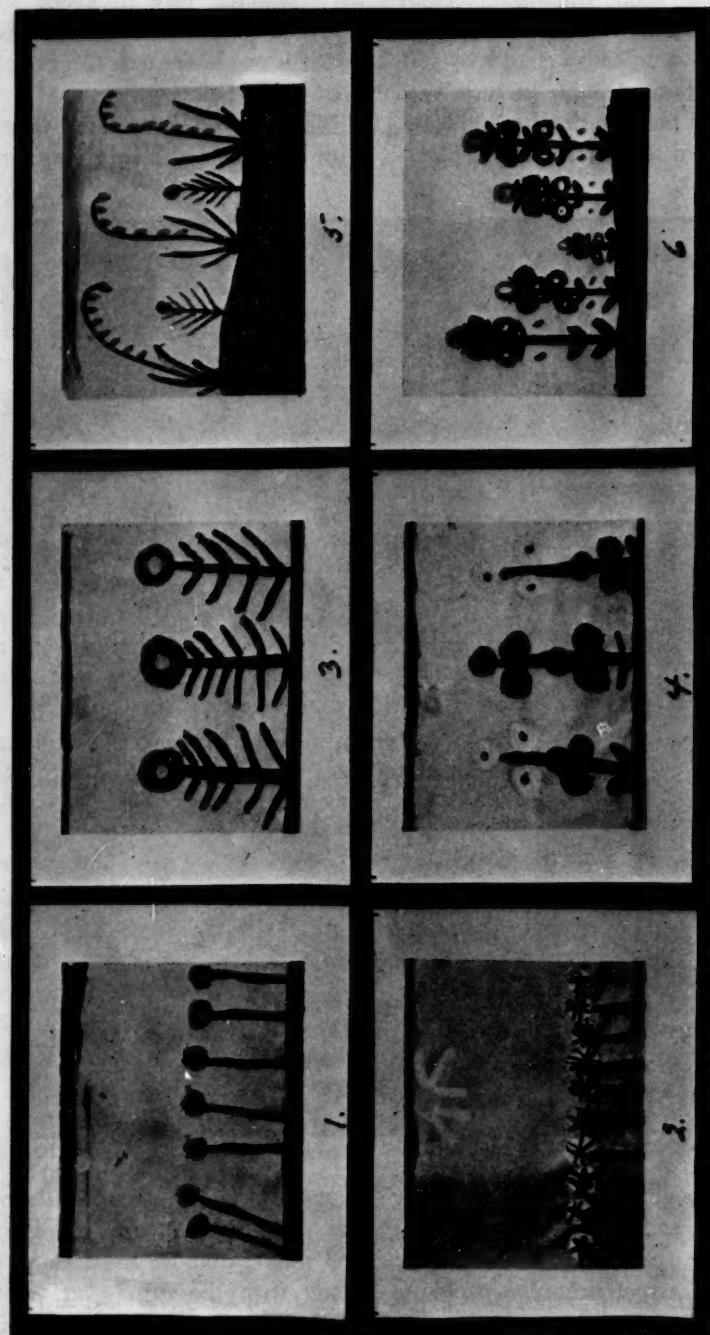
little children love in every form, is nearly always found in primitive art, and it is one of the first things that children use in painting.

We need to be careful not to interfere with the child's idea by giving too many

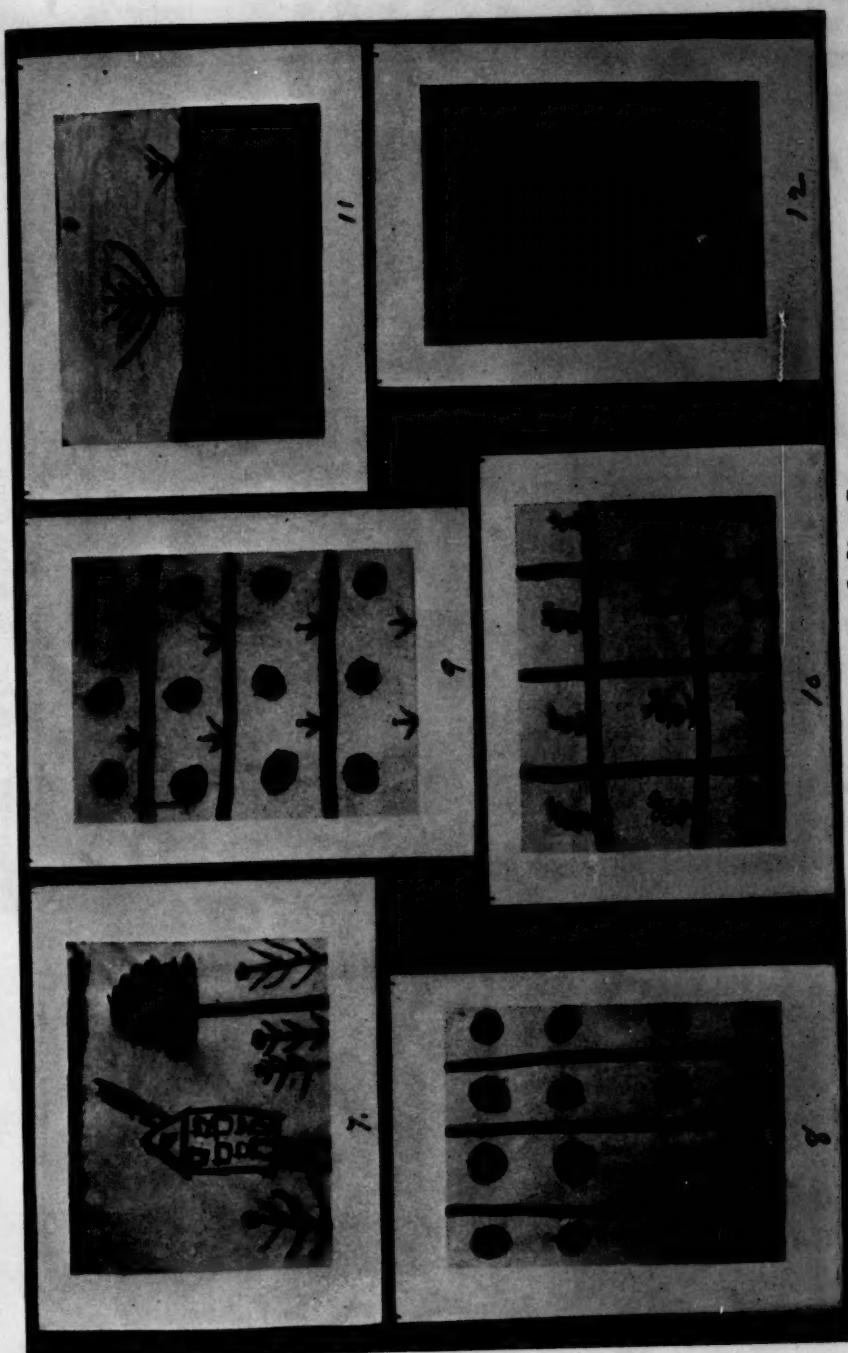


ing, but brought before him at every opportunity, so that he begins to be conscious of the beauty around him. Some of the art of primitive people is very good to show children, for here we have the art principles carried out in the most simple way. Repetition, the thing

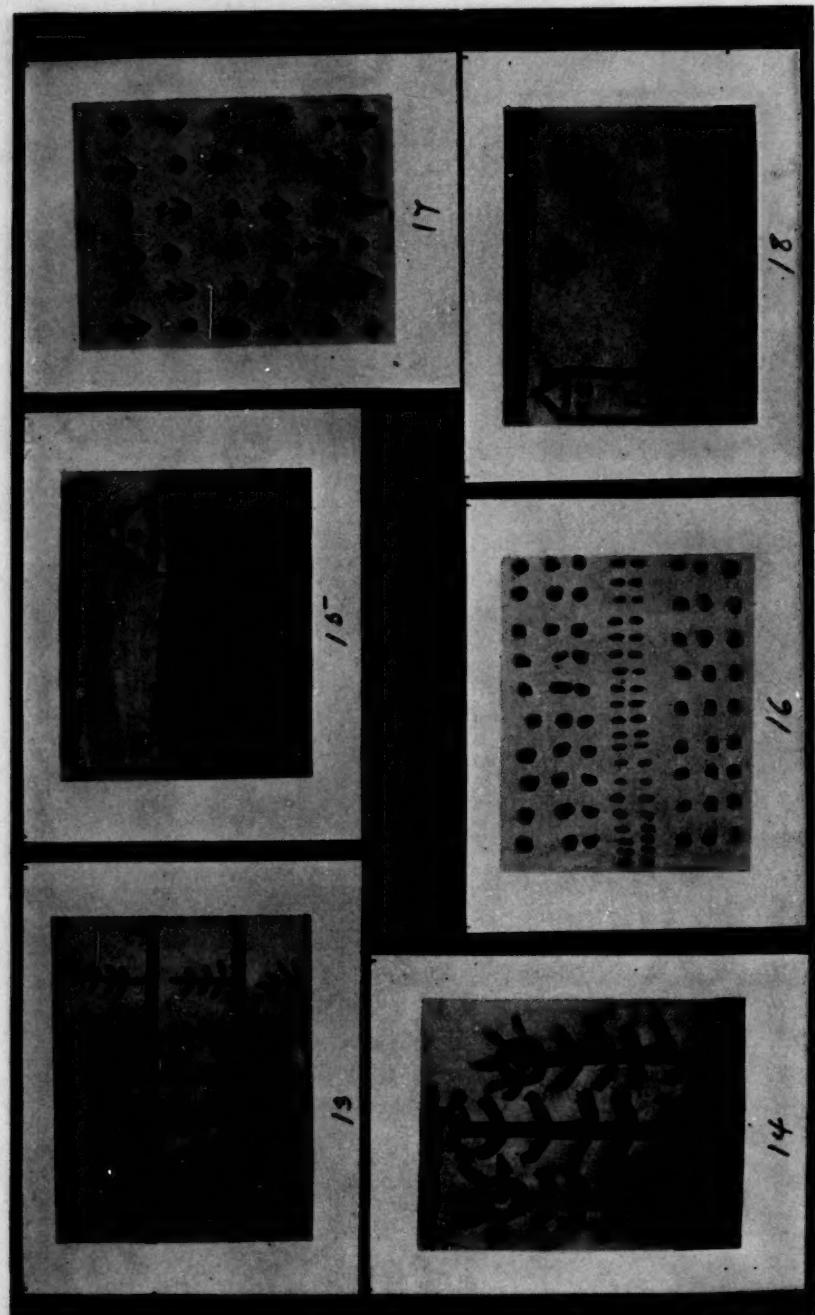
suggestions. It is the development of the child through self expression, not the result, that we must think of; but along with the expression must go a little development in technique, for lack of technique will hamper the child in painting what he desires to express.



DEVELOPMENT IN THE PAINTING OF ONE CHILD



DEVELOPMENT IN THE PAINTING OF ONE CHILD



DEVELOPMENT IN THE PAINTING OF ONE CHILD

The most important things to remember about painting for little children are: 1. The joy that the child gets from using this material; 2. Free use of this material to express his ideas;

3. The control and coördination that is developed; 4. The acquiring of a small amount of technique; 5. Development in a very limited way of some of the primary art principles

COURTESY RHYMES

MARY D. WHITE

There was a little lady (laddy)
And she (he) was so polite,
When anyone was speaking,
She (he) kept her (his) lips locked tight.

(For polite little girls)

If I should meet out walking
A grown up friend like you,
I'd make a little curtsy,
And say "How do you do."

(For polite little boys)

When little boys are on the street
And meet someone they know
They bow and say "How do you do,"
And take their hats off—so.

When grown-up people speak to me
I stand upon my feet,
For it would be quite impolite
If I should keep my seat.

I will not pass in front of you
If I can go behind,
But if I say "Excuse me, please,"
I'm sure you will not mind.

"I thank you" also "If you please"
Are words that we can say with ease;
If children are polite and good
They always say them when they should.

National Council of Primary Education

FRANCES JENKINS, EDITOR

Objectives in the First Three Grades¹

SOPHRONIA DYER

THE PROBLEM

THE purpose of this study was to find out what are the most important objectives held by educators of today for children of the first three grades.

Three hundred forty-seven objectives were collected from current literature, from teachers in service, and from parents of nine-year-old children. These objectives were classified as habits, attitudes, knowledges and appreciations pertaining to the four big objectives of life: Health, Citizenship, Practical Efficiency and the wise use of Leisure. An appraisal of the relative worth of these objectives was obtained from fifty-one leaders in education and teachers in service. The opinions of the judges were carefully recorded and the objectives were ranked in the order of their adjudged importance.

THE RESULTS

According to the opinions of these judges, citizenship and health ideals take precedence over practical efficiency and leisure. Traits of character, habits of conduct, health knowledges and habits and attitudes and appreciations pertaining to good citizenship fell in great con-

trast of rank to the so-called subject-matter attainments. In the first one hundred objectives, ranked in the order of their adjudged importance, only four objectives pertaining to the tool subjects appeared, three of which were concerned with habits and attitudes of reading.

Knowledges and skills pertaining to the practical affairs of life, including reading, writing and arithmetic were highly endorsed, but were almost unanimously considered of secondary importance. The development of certain habits and attitudes and the mastery of the mechanics of reading by the end of the third grade was unanimously approved, but there was a tendency to reject certain definite reading attainments in the first and second grades for all normal children. There was considerable objection to and difference of opinion on phonics. Practical arithmetic for the child's own needs was very highly endorsed but there was marked objection to the specific abilities in subtraction, addition, multiplication and division in all three grades.

THE PROBLEM. THE COLLECTING AND THE APPRAISING OF OBJECTIVES²

Definite goals influence one to use definite economic methods in reaching those goals. That educators should

¹ Selections from Master's Thesis, George Peabody College for Teachers.

have definite, specific, worthy objectives for children to attain while in the elementary schools is considered desirable by leaders of education today. It was in response to this deeply felt need of clear-cut definite goals for children that this investigation was made. The immediate purpose of the study was to find out which objectives held by educators for children of the first three grades are of most importance.

All the available objectives were collected from teachers in service, from current educational literature, from courses of study, and from mothers of nine-year-old children. The three hundred fifty objectives found were classified as habits, abilities, knowledges, attitudes and appreciations pertaining to the four big objectives of organized society, which are considered by almost all authorities to be Good Citizenship, Good Health, Practical Efficiency and the Wise Use of Leisure.

In order to incorporate the more advanced ideals of modern educators, a representative number of catalogs, pamphlets and outlines were obtained from the numerous experimental private schools over the country. All of these experimental schools are making special effort to develop ideals and habits of conduct which make better citizens of little children, and they are trying to develop habits, attitudes and knowledges which make children healthier, happier and more efficient. Only a few of these schools, however, have listed definite specific objectives to be attained by children in the first three grades. The only objectives found in almost all courses of study were stated in terms of subject matter to be obtained, or in general aims. So the problem of collecting was a rather difficult task. All

the objectives, good, bad and indifferent, were taken practically as they were found in educational literature. No attempt was made to re-word them or to add original ones.

From the simple questionnaire sent to twenty mothers of nine-year-old children who were just finishing third grade, there were almost negligible returns. All objectives contributed by the twelve mothers responding were duplicates of those on the list collected from other sources.

THE JUDGES

The objectives were submitted to fifty-one competent judges for appraisal as to their relative importance. The judges were selected from teachers in service, supervisors, critic teachers and demonstration teachers, professors of elementary education in reputable teachers' colleges, and from principals and superintendents of elementary schools. These judges were representatives of many different teacher-training centers, and they had had two or more years of study above high school and two or more years of experience in successful teaching.

THE COMPLETE STATEMENTS OF THE OBJECTIVES

The complete list of the first one hundred statements ranked in the final order of their adjudged importance is listed below. The numbers to the left of the list are the rank numbers. The numbers to the right are the key numbers. The letters to the right of these key numbers indicate the classification of the objective under one of the four big objectives held by society. H. stands for Health, C. for Citizenship, L. for Leisure and P. E. for Practical

Efficiency. The content of the statements indicates, in most cases, the classification into habits, abilities, appreciations, attitudes, and knowledges.

The most obvious outcome of the

study is that traits of character, habits of conduct and health, and ideals of citizenship have a decided preference over the more practical goals of the curriculum.

**COMPLETE STATEMENTS OF THE FIRST ONE HUNDRED OBJECTIVES FOR THE FIRST THREE
GRADES, ARRANGED IN THE ORDER OF THEIR IMPORTANCE ACCORDING TO THE
JUDGMENTS OF FIFTY-ONE LEADING EDUCATORS AND TEACHERS**

1. An appreciation and growing respect for the rights of others.....	6-C
2. Ability to play fair and work fair.....	2-C
3. Habit: Does not take or tamper with things belonging to another.....	40-C
4. The ability to make proper use of toilet.....	21-H
5. Shows persistency in mastering difficulties.....	28-C
6. Habit: Co-operates in group activities.....	34-C
7. Habit: Is careful when crossing streets.....	214-P.E.
8. Ability to do necessary things promptly.....	15-P.E.
9. Ability to participate in social group activities.....	1-C.
10. The knowledge that it is right to share equipment, privileges, and responsibilities.....	152-C
11. Habit: Is willing to share materials or own possessions.....	147-C
12. The habit of coming to school clean.....	345-H
13. Reverence for God.....	150-C
14. Habit: Is obedient to those in authority.....	5-C
15. The habit of coming to school on time.....	57-P.E.
16. Appreciation: Enjoyment in work and play with others.....	242-L
17. Ability to do worth while work or play when left to one's self.....	244-L
18. Growing ability in taking care of self and possessions.....	83-P.E.
19. Ability to subordinate own wishes for the good of the whole.....	4-C
20. Habit: Accepts responsibility for his acts, right or wrong.....	145-C
21. The habit of engaging heartily in work and play.....	213-P.E.
22. A general respect for health rules.....	257-H
23. The habit of concentrating on tasks in hand.....	16-P.E.
24. The habit of using handkerchief properly.....	126-H
25. Habit of listening to what others say.....	140-C
26. The habit of responding instantly to certain necessary requests and signals without discussion.....	217-P.E.
27. Ability to properly wash own hands and face.....	20-H
28. Ability to intelligently follow in group undertakings.....	3-C
29. Knowledge that certain courtesies are necessary to promote the happiness and comfort of others.....	38-C
30. The habit of washing hands before eating.....	125-H
31. Attitude of individual responsibility for one's work—responsibility not to teachers but to one's self.....	33-C
32. Habit of maintaining good posture at all times.....	128-H
33. Pleasure in reading.....	223-L
34. The knowledge that everyone is responsible for public property, schools, parks, etc....	42-C
35. The knowledge that going to bed early with windows open is necessary to good health.	124-H
36. By the end of the third grade, "Safety First" habits.....	25-C
37. Knowledge that plenty of water is necessary to health.....	253-H
38. Habit: Conforms to group made rules.....	37-C
39. Knowledge that milk, eggs, cereals, coarse breads and butter are wholesome foods....	254-H
40. Ability to make proper use of drinking apparatus.....	251-H

41. The knowledge that clean, wholesome food is necessary to health.....	121-H
42. The habit of self-direction in selection of worth while pursuits during leisure.....	111-L
43. Habit: Is friendly toward other children, does not quarrel.....	36-C
44. The habit of keeping floor clean and tables, shelves, lockers, in proper order.....	189-P.E.
45. Respect for teacher guidance and help from others.....	53-P.E.
46. Habit: Says "please, thank you, excuse me, good morning, good-bye.".....	155-C
47. Habit of covering a sneeze or a cough.....	340-H
48. By the end of the third grade the habit of self help—(calling for others' help only when needed).....	23-C
49. The ability to relax during rest period.....	341-H
50. The habit of retaining cheerful demeanor.....	252-H
51. The knowledge that personal cleanliness is necessary to health.....	342-H
52. Keenly enjoys fresh air.....	250-H
53. The habit of putting on and removing wraps without loss of time, putting them in their proper place.....	191-P.E.
54. Growing appreciation for neatness and cleanliness.....	12-P.E.
55. Growing ability in free, spontaneous self-expression.....	235-L
56. Habit of keeping feet dry.....	120-H
57. The knowledge that fast and irregular eating is harmful.....	122-H
58. The habit of taking good care of books.....	162-P.E.
59. Habit: Does not interrupt anyone needlessly.....	154-C
60. The habit of finding and replacing materials quickly and promptly.....	176-P.E.
61. The habit of not loitering in the halls or disturbing others.....	171-P.E.
62. Enjoys success at end of a well-worked project.....	80-P.E.
63. The knowledge that promptness is essential to personal efficiency.....	19-P.E.
64. Habit: Is content to play alone at times.....	241-L
65. Habit: Thinks, chooses and acts independently.....	29-C
66. Ability to report events honestly and deliver messages accurately.....	35-C
67. The habit of asking help when necessary.....	58-P.E.
68. The habit of drinking at least four glasses of water daily.....	127-H
69. Enjoys physical activity, play, games, etc.....	229-L
70. The knowledge that wholesome exercise is necessary to health.....	123-H
71. Habit: Settles difficulties without quarreling or appealing to the teacher.....	30-C
72. Enjoys the feeling of cleanliness.....	344-H
73. The knowledge that wholesome activity is good for health.....	256-H
74. Growing ability in using books.....	13-P.E.
75. By the end of the third grade the habit of listening courteously and thoughtfully when others read aloud.....	72-P.E.
76. An interested and responsible attitude toward what is going on in school affairs.....	41-C
77. Habit: Avoids doing or saying anything to annoy another.....	39-C
78. Habit of engaging in vigorous activity out of doors.....	258-H
79. Skill in the proper control of body.....	22-H
80. The ability to read thought into the printed page from the very first exercises in reading until the end of the third grade.....	180-P.E.
81. Satisfaction when best effort is executed.....	151-C
82. By the end of the third grade the habit of protecting little children.....	24-C
83. Growing ability in executing plans.....	8-P.E.
84. By the end of the first grade a knowledge of special ways in which a child may help in the activities of the home such as: Orderliness in dress..... Care of furniture..... Care of young children..... Kindness to old people.....	27-C
85. The habit of seeking information through observation and experiment.....	190-P.E.

86. Enjoys pure, cold water.....	339-H
87. The knowledge that keeping well depends largely on health laws.....	346-H
88. The habit of using materials and tools to the best of his ability.....	63-P.E.
89. The habit of performing errands satisfactorily.....	295-P.E.
90. By the end of the first grade the evidence of the desire to read.....	77-P.E.
91. The ability to write name at the end of the first grade.....	49-P.E.
92. Habit of retaining self possession when hurt or in emergencies.....	132-H
93. The knowledge that orderliness makes for advantageous use of time and space.....	192-P.E.
94. Ability to manipulate eating utensils properly during school lunch.....	260-H
95. Ability in observing such social customs as he is able to appreciate.....	26-C
96. The knowledge that older people have had wider experience and can help children when help is necessary.....	7-C
97. Ability to hold to a high standard of conduct.....	31-C
98. Ability to read with comprehension and ease according to ability and environment.....	17-P.E.
99. Correct habits in oral and silent reading in all three grades.....	249-H
100. By the end of the third grade a child should have an interest in helping to keep the city clean, healthful, and attractive.....	138-C

DISCUSSION AND SUMMARY OF RESULTS

The source of the objectives

The collection of objectives is not as complete and minute as it might be but the main ideals of society for little children are fairly well represented in the list. That the collection is composed of worthy school objectives is shown by the fact that out of 347 objectives there were only 29 that received less than 30 votes for first, second, or third places. In other words 318 out of the 347 were considered by at least 30 people out of 50 to be worthy school objectives. There were only eight cards that received less than 20 votes, and none less than ten votes for first, second or third place in importance. On the other hand there were only 18 statements that did not receive a vote from one or more judges for fourth or fifth places—the objectionable piles for normal children.

The mothers asked to contribute to the collection of objectives were rather above the average in intelligence although no special effort was made to have it so. They were nearly all wives of professional men and had had a collegiate education. It is significant to

note the paucity of objectives contributed, and also extremely interesting to observe the type of objectives mentioned and stressed by them. They, too, lean toward traits of character, practical efficiency, health and conduct habits in preference to skill in the tool subjects.

The largest number of objectives collected from educational literature was from the *Tentative Revision of Achievement Section, Course of Study, Kalamazoo, Michigan*; the *Tentative Course of Study* which has been in process of construction for the primary grades of the Cincinnati public schools since 1921; and from the *Minimum Course of Study for California*, compiled by E. C. Moore. A complete list of the other sources will be found in the bibliography.

General summary and discussion

The most obvious conclusion to be drawn from this investigation is that traits of character, habits of conduct, attitudes and habits of health, and ideals of citizenship have precedence over the usual goals in the tool subjects. It will be seen from the list of complete statements, which have been ranked in the order of their adjudged importance,

that only four so-called subject matter goals appear in the first one hundred objectives that stand at the top of the list. Three of these objectives are concerned with attitudes and habits of reading; the other one is the ability to write one's name by the end of the first grade.

In the first one hundred objectives as rated by the judges, 35 are citizenship ideals, 30 are health goals, 28 are for practical efficiency (only four of which concern the tool subjects) and 7 are objectives toward the wise use of leisure. Such attitudes and habits as respect for the rights of others, co-operation in group activities, persistency in mastering difficulties, coming to school on time, coming to school clean, reverence for God, safety-first habits, fair play, courtesy, obedience to authority (not blind but willing obedience), joy in work, cheerful demeanor, and the subordination of one's wishes for the good of the group stand in great contrast of rank to the mastery of the mechanics of reading, the learning of the multiplication table, and other subject matter attainments which seem to be the main goals in the usual state and city courses of study.

It is interesting to note that the statement that sifted to the top of the reading objectives was "Pleasure in reading," ranking 33 on the complete list. This objective was rated as of first importance by 32 judges, of second importance by 12, third importance by 5; one judge placed it in the pile for exceptional children and one considered it objectionable. It is also significant to note that the first nine reading objectives were concerning habits and attitudes of reading rather than the mastery of mechanics or the independent power to recognize words, both of which have been in the

past considered the main reading objectives, if goals can be judged by methods used.

The reading objectives with the number of judges who rated each item at the several ranks is given below. The number to the left of the topic shows the rank of the objective; the first number following the various topics is the number of judges who rated the objective as of first importance, the second number those who rated it as of second importance, and so on; the fifth shows the number who rated it as objectionable, the fourth being for exceptional children only.

Topics of reading objectives

33. Pleasure in reading: 32-12-4-1-1
80. Ability to read thought into the printed page from the very first reading experiences: 25-18-2-5-0
90. Evidence of the desire to read by end of first grade: 24-18-4-3-1
98. Ability to read with comprehension: 23-19-4-2-2
101. Knowledge that pleasure and valuable information may be gained through reading: 23-18-7-1-1
109. The habit of good reading posture: 22-16-12-0-0
123. Habit of reading for information by end of third grade: 20-24-3-3-0
136. Habit of searching for content in both oral and silent reading: 18-24-3-3-2
143. Mastery of mechanics of reading by end of third grade: 17-22-9-1-1
145. Habit of using long eye sweeps by end of second grade: 17-22-5-2-4
146. Enjoys reading and is identified with the reading interests: 17-21-7-4-1
151. Ability to read signs on streets, houses, etc.: 16-26-7-1-0
159. Increasingly independent power of reading: 15-29-3-2-1
161. Reading without lip movement: 15-24-7-3-1
165. Ability to read fluently by end of third grade: 14-28-7-0-1
176. Recognition of words independently by end of third grade: 13-23-8-3-0

188. Reading of two to five story readers in first grade: 13-7-8-4-8
 210. Attitude to engage freely in recreational reading by end of third grade: 11-21-1-6-2
 240. Silent reading from questions: 9-28-9-1-3
 241. Know Ayer's list of spelling words for the grade: 9-24-8-6-3
 242. Read silently two or more stories equal in difficulty to those in reader by end of third grade: 9-23-10-6-2
 296. Pronounce unhesitatingly words in the back of basic reader: 5-19-7-7-12
 276. Ability to use an index in selecting stories from a book: 6-27-14-3-0

An analysis of the above tabulation shows a shifting of the aims of reading; the emphasis is plainly on habits and attitudes rather than on skills and knowledge. It will also be seen that there is a slight tendency to consider reading an unworthy school objective for the normal child in the first three grades of the elementary school, yet on the other hand from 44 to 48 judges appraised the first ten reading objectives on the list as a worthy school undertaking; the emphasis wavers between first and second importance, the attitudes and habits having first place and the skills the second. In none of the 24 reading objectives is the greatest vote for third, fourth or fifth places. This is conclusive that the concensus of opinion of these 50 judges is that reading is a worthy objective for normal children before leaving the third grade.

A study of the individual ratings shows that the judges who are opposed to reading objectives are not always consistent in discarding them. For instance one judge classes 143, 80, and 123, of first importance, 33, 90, 136 and 145 objectionable, and 99, 101 and 109 of first and second importance. A study of the original record sheets shows that no one judge discarded all of the reading

objectives. The trend of the few discriminations against reading objectives seems to be for those that are concerned with reading in the first and second grades.

The ratings on the first four objectives concerned with phonics show very decided differences of opinion. There are many more objections to phonics than to reading. The trend of opinion is decidedly against phonics, although the mastery of the mechanics of reading by the end of the third grade is objected to by only two judges.

Topics on phonics

197. By the end of the first grade a working knowledge of phonograms and blends listed for the grade b, d, c, f, t, etc.: 12-17-3-4-14
 214. Ability to add new words to vocabulary by use of phonetics by end of second grade: 11-18-6-8-7
 253. Spelling of words in Ayer's list and words based on phonograms listed for the grade: 8-22-9-5-6
 317. The alphabet and diacritical markings by end of third grade: 4-7-12-8-19

That a practical knowledge of arithmetic is endorsed by the judges is shown by the high rating of the following cards:

Topics concerning arithmetic

116. Ability to count and measure commensurate with his needs: 21-23-5-0-1
 144. A growing sense of relationship of values—the beginning of numbers in the first grade: 17-22-6-3-2
 160. Skill in buying and selling that involves change for \$1.00, 50¢ and 10¢: 15-28-7-0-0
 169. Ability to count to 20 abstractly and concretely by end of first grade: 14-18-10-4-4
 177. Reading with comprehension own little arithmetic problems: 13-26-4-5-2

181. Working knowledge of the denominative numbers:

3 ft. equals 1 yd.
4 qts. " 1 gal.
50¢ " $\frac{1}{2}$ dollar

13-20-10-6-1

222. The habit of enumerating accurately: 10-
25-9-4-2

233. A working knowledge of the multiplication table through 6 times, by end of third grade: 10-18-14-7-1

General conclusions

This study shows that the consensus of opinion of the fifty judges is to place ideals of citizenship, traits of character, habits of health and conduct, attitudes, and appreciations of first importance among the school objectives for the first three grades. Since this is true does it not follow that educators will and must adjust their technique of teaching to reach these chief goals? Teachers must know the laws and special technique of all types of habit formation—physical, intellectual, moral, and esthetic. Is not an attitude or an appreciation nothing more than an esthetic or spiritual habit or bond? Are not knowledges and skills mental and physical habits? All call for the knowledge of the general law of habit formation, but each for a special technique in the forming of the bonds. No kind of bonds can be formed without activity, and better when it is self-directed activity.

Then must the school not provide

situations in which the child may have practice in co-operation in group undertakings, respecting the rights of others, pleasure in reading, the habit of maintaining good posture at all times, general respect for health rules, individual responsibility for one's work, fair play, etc? If so, he may be prepared for good citizenship later by being a good citizen now.

It is not enough for the teacher to be well grounded in the principles and technique of teaching but the school must be suitably equipped. Will the child be apt to learn to love reading from poorly written, dirty, unattractive books? Will his health be properly taken care of with the use of the usual type of school furniture? Must he not have materials for investigation, experimentation, and construction in the pursuit of individual and group projects so that he will not only learn to do practical things, but will form good habits of study that will carry over to practical life situations and even to the more abstract problems of advanced study? Must the school not be hygienically and esthetically sound? It must be remembered that the schools are the constructive agencies of the nation only in so far as they condition the lives of the young citizen for successful living in the present, which largely determines the success of the citizen of the future.

"The child holding our hand walks as we walk. We must be what we would have him become."

From the Foreign Field¹

The Marian Holden Kindergarten

Madras, South India.

Kindergarten work in South India has naturally developed very much along the line of English methods and is therefore not reported so fully in the United States. The English never set aside a class and call it a kindergarten as in America. They use kindergarten methods right up through the primary classes. In taking charge of a kindergarten department in a training school one is made responsible for all the work of the first five grades.

The government educational department has worked on these lines all through the schools, which are supervised by government inspectors and inspectresses. Much has been accomplished but of course the great danger has been that the ordinary elementary teachers have gained just a smattering of kindergarten knowledge and tacked on a little bit of handwork to their school exercises, calling it kindergarten.

There are a few centers now where there are trained English or American kindergartners. The influence of these centers is making itself felt in the growing demand for teachers who have been trained in some one of these places. In Palamcottah in the Tinnevelly District there is a fine training school for teachers. The work with the children is carried on in a most expert manner by an English kindergartner. There is no American school south of Sholapur that can touch it.

The Women's Christian Training College with which I am connected is located here in Madras. The graduates have to take one year of training before they are allowed

certificates as teachers. There is a government training school here also and a very fine Montessori School carried on in connection with it. Its results impress me much more than any I saw in the United States two years ago. North of Madras at Nellore is another center of American work carried on by Miss Susan Ferguson and in Sholapur, on the Bombay side, is a very well developed kindergarten and training school conducted by Miss Wheeler.

We have to spread ourselves thin and there is heaps of room for any kindergartner who wants relief from the pressure of competition in the United States, but still we want you to know that there are lots of happy little brownies in school out here and they are as dear as any that are made the world over.

In Madura I had a large kindergarten conducted along American lines and for five years I had a vernacular training class for the teachers who had to go out to teach in the poor little village schools. When the move to Madras seemed imperative I had to leave that work and for *three years* it has been crying for the help of a kindergarten teacher from America. No one comes and I have to sit here in Madras and see the work of fifteen years in Madura go almost to smash just because there is no kindergartner willing to build on my foundations. Is any stronger appeal necessary? For further information ask the Woman's Board of Missions in Boston.

My kindergarten in Madras, known as The Marian Holden Kindergarten was opened on July 8, 1924, and the group that gathered at nine o'clock that morning presented the problems of a country school rather than any well graded kindergarten in the American sense of the word. The

¹ Extracts from letters received by Nellie E. Brown, chairman I. K. U. Committee on Foreign Correspondence.

oldest was a boy of twelve, Aruldas, a fine little carpenter as we soon discovered. He stayed only five months. It was better that he should get into a group near his own age, but he was a very helpful big brother in those first five months and left in the kindergarten two little shelves, his own handwork, which hold the clock and some books, and are often decorated with flowers brought in by the children. To them he will always be quite a hero.

When the parents are asked the ages of their children it is quite evident that some of them are guessing as much as we are. Pappa, the youngest, was about three so far as we could judge, and needless to say did not appreciate her opportunities for many minutes at a time. Neither could she understand why one article of clothing was made a condition of entrance into the group. But poor little sweeper waif, though she be, she has had her influence and when the older children see her imitate them and give expression to her joy, they forget what their parents are forever trying to din into them regarding her social standing, and she is, for the moment, Christ's own "child in the midst."

Knowing that the Training College to which the kindergarten is attached is not yet on a permanent site the typical thatched hut seemed to be the most sensible and simple style of school house for us to adopt, although it hardly seems to fulfill the mental image of a kindergarten building. The high peaked roof helps to ward off the dangers of the sun and to make the torrents of water, which can descend at times, slide off immediately with little damage to the thatch or those beneath it. It has also been well worth while to prove that a happy wide-awake class depends on something more than the latest type of school building and that many a little village school in India can be re-created by a new vision on the part of the teacher.

In one square room with just one door there cannot be much privacy, but a few health habits were obviously the first

thing to tackle. A water faucet only a few yards from the door makes it a simple matter for the children to wash up before school begins and when they discovered that a few little soap flakes were going to be dropped into their hands each morning excitement was high. True to Indian custom, the youngsters thought nothing of drying their nice clean hands and faces on the one article of clothing which most of them wore, but when these grew appallingly dirty and it was evident that some had no second best suit to change into, towels seemed a most justifiable provision, even though it might be setting a precedent which would seem too luxurious to the large majority of mission schools. The towels did not appear all at once however. The youngsters were told that when each could hem a towel for himself that would be hung up as his own private property and he must not only use it but keep it clean. As soon as a few towels were finished and in use, then rose the problem of letting the little ones who could not sew use other children's towels and "teacher" was very happy when Murugan said of his own accord, "I'll sew another one for my little brother." That was enough to start the ball rolling and those who did not have a near relative even did a second one for somebody else until we had a very impressive row of towels along our dressing room-wall. And it has not been very often that "teacher" has had to suggest that it was time for the towels to be washed. There is just one little pail and each kiddie thinks it great fun when he is allowed to carry the pail, his dirty towel and the common cake of washing soap out to the pipe and slap his towel on a smooth stone just like the washerman who goes to the river. Next year I hope to cement a little space around the water pipe so that this healthy exercise can be indulged in by more than one child at a time. Not very advanced methods for laundry work, you will say, but all that India can indulge in for some time to come.

Other things well established now as kindergarten etiquette are the use of paper for blowing the nose, still a funny whim of "teacher's" according to their notion. Then some of them almost have the idea that prayers should never begin until the toothpicks are passed around and used as nail cleaners, since that is the order of the day in kindergarten.

It is hardly necessary to say that every bit of apparatus and all the materials which Sarah and Janet Kellogg helped me buy in Boston have been used hard all the year. First, clay was the most in demand and big inroads were made on the brand new paint boxes to color marbles and beads. Then woodwork came to the fore and plenty of experimenting went on in the corner where the wood box stands. Visitors prophesied awful accidents when they saw the children handling sharp knives but only one cut finger has had to be bound up during the year. When Christmas approached the absolutely new experience of making gifts for others brought a joy never known before. Really big picture books were made with the fruits of the colored crayons. Bags were woven on very primitive cardboard looms. Then there appeared a few woolly balls and dolls.

At last came the long talked of day when a queer imitation of a Christmas tree stood in one corner of the room and one of the loveliest sights in our memory album is the picture of those little folk trimming their own tree, hanging up nothing but what they had made themselves, and then standing back nearly doubled up with glee over this pretty sight all lit by the sunshine filtering through our trellis work walls.

Singaram's merry laugh was enough to drive away every atom of weariness for those who had an "end of term feeling" in their bones.

Training students and mothers and friends from the Women's Christian College gathered to hear the simple little songs and when the children had quite forgotten the possibility of some gifts for themselves in came Santa Claus as thrilling as ever, and he surely had travelled some distance for he had in his pack, not only a new article of clothing for every child, made by the students in all the Christmas rush, but toys, pencils, pads and tops which came from Springfield, Mass. There were also mysterious bundles of sweets and good things to eat until the children were too dazed to talk.

Underneath all the fun and frolic of it our deepest satisfaction came from the knowledge that the wonders of the Christmas story had filled the minds of the children for a month and was truly their best gift. Every Monday morning since, a little boy named Raju has come running in, with eager expectation, and asked most anxiously, "Is this the Bible story day?" As their knowledge of Bible stories has increased they have loved the artistic pictures of a Bible calendar presented to the kindergarten and little groups will stand for ten or fifteen minutes before these pictures talking them all over and re-telling the stories to each other.

This gives the bright side of the story. Problems have been plentiful and when they are solved we will tell you what they were.

GERTRUDE E. CHANDLER.

The strength of your life is measured by the strength of your will. But the strength of your will is just the strength of the wish that lies behind it.—Henry van Dyke.

Music Department
GRACE WILBUR CONANT, Editor
COME OUT AND PLAY

KATHERINE MERRILL

Arranged from FERD. SCHUBERT



1. Come out, come out and play! Good - bye to win - ter weath - er,
2. Come out, come out and play! Come, see our ba - by bun - ny,
3. Come out, come out and play! Our pup - py, brown and yel - low,
4. Come out, come out and play! Let's build a sand - pile cit - y,



Let's dance and sing to - geth - er, Come out, come out and play!
He looks so shy and fun - ny And nib - bles grass all day.
Is such a live - ly fel - low; He barks and runs a - way.
And make it ver - y pret - ty With parks and flow - ers gay.



International Kindergarten Union

Headquarters

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Next Convention

Kansas City, Mo., May 4-7, 1926

Headquarters for Convention

Muehlebach Hotel

Welcome to Kansas City, Missouri

A trifle more than one hundred years ago an Indian scout, riding along the bluffs that overlook the valley where the Kaw river joins the Missouri, saw a thin curl of smoke rising from a log cabin erected at the junction of the two great rivers. To the Indian Scout it meant merely that another white man's desire for trade and barter, with its resultant gain, had caused him to push farther west than his fellows and risk the dangers of a new land. Could the scout have looked down through a century, the little log cabin, with its stock of beads and other articles of trade, would have been lost in the smoke of a thousand factories; the clatter of the rocks dislodged by his horse's hoofs would have been drowned by the increasing hum of wheels in a great industrial center; and the woods and grassy meadows would have been covered by the most beautiful residential and park districts in the world. He had witnessed the beginning of a new era in the South-

west, the birth of a community which today bears the name of Kansas City.

It was in 1808 that the Indian scout made his discovery. The century that has elapsed since then has witnessed rapid progress in the settlement and development of the country in and about what is now Kansas City. In 1827 the town of Independence, now a suburb of Kansas City, came into being. In 1833 Westport, now within the limits of Kansas City, was established. Neither of these towns was on the river, and when in 1839 the town of "Kansas" was founded, it quickly overshadowed the other two. The name of the new town came from the Kahn or Kanzas Indians and not from the state of that name, as is so commonly supposed. The state was named much later, probably from the same source. In 1850 the city was incorporated as the "Town of Kansas." This was changed to the "City of Kansas" in 1853 and to "Kansas City" in 1889.

From this time on Kansas City went forward with rapid strides.

In 1895 Kansas City still presented the rough and crudely drawn exterior of the frontier town. Today it is a city of homes

plishments that American cities can boast, none surpasses the park and boulevard system of Kansas City."

This system was built on a grand scale at a cost of more than twenty-five million



THE SCOUT

with an extensive park and boulevard system which is making it famous. A recent article written by Andrew Wright Crawford, city planning expert of Philadelphia, says: "Of all the actual accom-

dollars. The results were such as to astound the civic world. The rugged characteristics of the city's topography were taken advantage of in the selection of parks and drives. There are ninety miles of contin-



PENN VALLEY PARK—A PARK OF 173 ACRES



ENTRANCE TO SWOPE PARK

uous boulevards and park drives with forty additional miles under process of construction. Cliff Drive, which winds about the city for more than six miles beside towering cliffs and through beautiful garden spots, is one of the most magnificent and picturesque in the country.

Swope Park is Kansas City's playground. It contains more than thirteen hundred acres and is the third largest park in America. It has many pretty drives, camp shelters, fireplaces, tennis courts, a golf course, and a swimming and boating

are famed wherever residential planning is studied and appreciated. What usually impresses the visitor more, however, is the great number of medium priced attractive homes, each on a well tended lawn beautiful in trees, shrubs, and flowers. There are quiet streets full of charm, ideal for family life. One of the most beautiful of the residential sections is that known as the Country Club District. Here small parks, beautiful imported statuary, fountains, and lakes lend an added attractiveness to the surrounding homes. The whole



HENRY KUMPF SCHOOL

lagoon. The charm of the park lies in its stretches of woods which have been left in their natural beauty. Here the wild flowers bloom in the spring and here one may come to study the birds.

Not only is Kansas City proud of her parks and boulevards but she is proud of her homes. In the residential sections there are miles upon miles of green lawns with their flowers and shrubbery. The houses are set back from the street with wide spaces between. Kansas City, of course, has her show places and these

district is a model of home building and planning, which has been studied and copied all over the world.

The hope of Kansas City lies in the seventy-five thousand children attending her public schools. Every phase of education that adds to the child's health and happiness and that promotes his intellectual growth can be found in the Kansas City curriculum. It offers advantages equal to those of schools in much larger cities. The needs of the little child have been recognized, and a kindergarten is

provided in every elementary school. The first kindergarten was opened in 1894. In 1897 Miss Cora L. English came as the first supervisor and was responsible for the work of building up the kindergarten movement in Kansas City.

There are six opportunity schools where children who are mentally and physically deficient may receive the best of instruction and thirteen fresh air schools for those who have tubercular tendencies. These children receive medical care and feeding along with rest and study, all supervised by expert nurses and teachers.

The Kansas City Schools have the concept that it is the function of the schools to educate every boy and every girl, to eliminate none but to accept all, and to fit the work and methods to individual needs while striving to send pupils out from the schools just as individually diverse as nature designed them to be, and as the diversity of service that awaits them.

Kansas City with more than ninety per cent of its population of American birth is a center of patriotism. In the world war Kansas City sent her sons by the tens of thousands into the service to the defense of the flag. In memory of these heroes she planned a magnificent memorial. In one week, \$2,000,000 was raised by popular subscription to erect such a memorial, which, in the words of H. B. V. Magonigle, New York, the winning architect, "Will

forever perpetuate the courage, loyalty and sacrifice of the patriots who offered and gave their services, their lives and their all, in defense of Liberty and the Nation's Honor during the World War." The plan includes a memorial shaft, with a crucible at the top, in which a fire will burn constantly; a hall of records and a fraternity house, flanked by thirty-three acres of beautiful grounds. "This great esthetic center, serenely poised on its hill in the heart of the city's daily life, with the memorial standing at its gates, will be a constant reminder of the things of the spirit," reads the plan. The memorial, which is now being built, will be across the plaza directly south of Union Station. The shaft at the entrance will be 280 feet high, including a base, and the top will be 342 feet above the water line of the Missouri River. It will be the highest point in Kansas City.

Could the Indian scout return today and ride once more along the bluffs that overlook the Missouri River, he would find, where once the lonely log cabin stood, a homey and hospitable city, nourishing her four hundred thousand residents and reaching her arms out in welcome to the visitor at her gates. It truthfully is said of Kansas City: "It blends the culture of the East, the vision of the West, the energy of the North, and the hospitality of the South."

Railroad Rates

A reduction of one and one-half fare for the round trip to Kansas City on the "Certificate Plan" has been granted by

the railroads, the arrangement to apply from any point in the United States and Canada.

Important Directions

1. Tickets at the normal one-way tariff fare for the going journey should be bought.
2. Be sure when purchasing your ticket to ask the ticket agent for a *certificate*. Do not make the mistake of asking for a

receipt. If, however, it is impossible to get a certificate from the local ticket agent, a receipt will be satisfactory and should be secured when ticket is purchased. See that the ticket reads to the point where

the convention is to be held and no other. See that the certificate is stamped with the same date as your ticket. Sign your name to the certificate or receipt in ink. Show this to the ticket agent.

3. Call at the railroad station for ticket and certificate at least thirty minutes before departure of train.

4. Certificates are not kept at all stations. Ask your home station whether you can procure certificate and through ticket to the place of meeting. If not, buy a local ticket to nearest point where a certificate and through ticket to place of meeting can be bought.

5. Immediately upon your arrival at the meeting, present your certificate to the endorsing officer, Miss Gertrude Masters, at the Transportation Desk, I. K. U. Headquarters, as the reduced fare for the return journey will not apply unless you are properly identified as provided for by the certificate.

6. A Joint Agent of the carriers will be in attendance to validate certificates. If you arrive at the meeting and leave for

home prior to the arrival of the Joint Agent, or if you arrive at the meeting after the Joint Agent has gone, you cannot have your ticket validated, nor secure the benefit of the return reduction.

7. Reduction for the return journey is contingent on an attendance of not less than 250 members holding regularly issued certificates.

8. If the necessary minimum of 250 certificates are presented to the Joint Agent, and your certificate is validated, you will be entitled to a return ticket via the *same route* as the *going journey* at one-half the normal one-way fare. Return tickets issued at reduced fare will not be good on any limited train on which such reduced fare transportation is not honored.

9. Tickets and certificates for the Kansas City convention may be obtained from *April 29 to May 5*, inclusive. The final honoring date for the arrival home will be May 11. (From distant points the dates of sale will be from one to two days earlier and the returning date one or two days later. See your agent for these dates.)

Story Contest

Arrangements for the short story contest which has been noted in previous issues of this JOURNAL are now complete, with the appointment of the following judges:

Miss Alice M. Jordan, Supervisor of Work with Children, Public Library, Boston, Mass.

Miss Catharine R. Watkins, Director of Kindergartens, Washington, D. C.

Miss Lucy Wheelock, Wheelock School, Boston, Mass.

This contest is under the direction of the Committee on Literature of the I. K. U., with the following conditions:

RULES OF CONTEST

1. Story must be within 1000 to 2000 words.

PRIZES

First Prize, \$50.00.
Second Prize, \$25.00.

Third Prize, \$25.00.

First, Second, Third, Fourth Honorable Mention, no financial award.

(Committee) MARGARET C. HOLMES,
Chairman, Committee on Literature.

MARY GOULD DAVIS,
Supervisor Story Telling, New York Public Library.

CLARA W. HUNT,
Superintendent Children's Department Brooklyn Public Library.

I. K. U. Song

The Music Committee of the I. K. U. announces a call for original songs to be used at I. K. U. Conventions.

One who has felt the thrill of Delegates Day, after the reports from all countries, will acknowledge the need of a song to express the emotion and to help to carry on the impulse to greater work for the world through the children.

The song, to have fullest meaning, must come from the workshop. It will then have the simplicity and sincerity found in the Folk Song, which is the form of musical

expression that is international. Therefore we appeal to kindergartners to answer this call.

Ten dollars will be given in recognition of the song selected.

Contributions must be in by April first and are to be accompanied by a sealed envelope containing name and address.

Send to

Mary E. Watkins,
Chairman Music Committee,
900 Genesee Building,
Buffalo, New York

I. K. U. Tour to France in 1927

A fifty-six day tour has been arranged by a committee appointed at the I. K. U. convention at Los Angeles, in consultation with Raymond and Whitcomb Company, for the special purpose of dedicating the Community House at Liévin, which is being built under the auspices of the Kindergarten Unit in France.

The approximate cost of this tour from New York to New York will be \$795, per person, inclusive of steamship passage both ways on the steamships De Grasse and Colombo.

The proposed itinerary follows, and other details will be published in this journal and discussed at the next annual meeting of the I. K. U. at Kansas City.

(Committee) ANNIE LAWS, *Chairman,*
2927 Reading Road,
Cincinnati, Ohio.

FANNIEBELLE CURTIS,
Associate Chairman, (in France)
ELLA RUTH BOYCE, Pittsburgh
BARBARA GREENWOOD, Los Angeles

MARGARET COOK HOLMES, New York
MARY E. WATKINS, Buffalo
STELLA LOUISE WOOD, Minneapolis

ITINERARY

1927

Wednesday, July 6. Leave New York.

Thursday, July 14. Arrive Le Havre, and proceed by special steamer train to Paris, arriving in the afternoon, the exact time depending on the arrival time in Le Havre.

Friday, July 15 to Wednesday, July 20. In Paris. Sightseeing provided on three days by motor char-a-banc, on the first day visiting the many places of great popular interest in the city, including the Louvre, the Luxembourg, Notre Dame, the Hotel des Invalides, Sainte Chapelle, etc. On a second day there will be a visit to Versailles, and the Malmaison, and on a third day trip to the Battle-fields, spending one night at Rheims.

Thursday, July 21. Leave Paris in the morning by motor coach for a day's trip to Arras, proceeding by way of Pontoise, Beauvais, to Amiens, where stop for lunch. In the afternoon continue on through Doullens to Arras.

Friday, July 22. At Arras, leaving in the later forenoon, proceeding by motor coach to Liévin, remaining here until after dinner. Dedication of the Maison de Tous in Liévin. Return to Arras.

Saturday, July 23. Leave Arras after breakfast driving through Peronne, Ham, Compiegne, Senlis, Chantilly and St. Denis to Paris. Night in Paris.

Sunday, July 24. Leave Paris after breakfast by restaurant car express to Aix-les-Bains, arriving in the later afternoon.

Monday, July 25. At Aix-les-Bains, one of the finest of French watering resorts, and beautifully situated in the Alps.

Tuesday, July 26. Leave Aix-les-Bains after breakfast by motor coach, commencing a four days automobile tour through the higher French and Savoy Alps. On this day proceed by way of the Grande Chartres Monastery to Grenoble, where afternoon is spent.

Wednesday, July 27. Continue from Grenoble, lunching at Lauteret and proceeding to Briancon for the night.

Thursday, July 28. Leave Briancon in the morning, travel through the higher passes of the Savoy Alps, lunch at Aiguilles and stop in Barcelonnette in the later afternoon.

Friday, July 29. Leave Barcelonnette in the morning, proceeding down out of the Alps, lunching at Guillaumes, and reaching Nice before dinner.

Saturday, July 30, and Sunday, July 31. At Nice, the center of the famous French Riviera. Among the sightseeing arrangements made will be motor trips over the Grand Corniche Drive to Monte Carlo and Mentone and a trip to Grasse, with its famous Perfumeries, and through the Gorge du Loup.

Monday, August 1. Leave Nice in the

later forenoon by train, traversing the Italian and French Riviera, and arriving in Genoa in the later afternoon.

Tuesday, August 2. At Genoa. One-half day's sightseeing program provided, visiting the birthplace of Columbus, and other points of interest in this busy Mediterranean seaport city.

Wednesday, August 3. Leave Genoa by convenient morning express to Milan. Lunch and afternoon in Milan, allowing time in which to visit the Cathedral, also the Church of Santa Maria della Grazie, for a view of the fresco of "The Last Supper."

Thursday, August 4. Continue from Milan by day train to Venice, crossing the plains of Lombardy.

Friday, August 5, and Saturday, August 6. In Venice the most romantic city in Italy. Gondola trips on the canals and visits to the Doges Palace, Piazza San Marco, Church of the Frari, the Rialto Bridge, etc., provided. Also trip to the Lido.

Sunday, August 7. By train to Florence, crossing the Apennines.

Monday, August 8, to Wednesday, August 10. In Florence the center of the Italian Renaissance Art and Literature movements. Sightseeing program to include visits to the Pitti and Uffizi Palaces, the Duomo, Arno Bridges, etc. On one day excursion will be made to Fiesole the Etruscan city.

Thursday, August 11. By train to Rome.

Friday, August 12, to Tuesday, August 16. In Rome the Eternal city. A detailed sightseeing program with excellent guides provided, visiting the innumerable places of great popular and historic interest in the Eternal city, including the Forum, the Coliseum, the Appian Way, the Castle of St. Angelo, St. Peters, the Vatican, and also the many famous Churches and Fountains, etc.

Wednesday, August 17. To Naples. Afternoon here.

Thursday, August 18. In Naples. Ex-

cursion to the ruined city of Pompeii included, lunching at Pompeii and returning to Naples in the afternoon.

Friday, August 19. Sail from Naples for New York.

Wednesday, August 31. Arrive New York.

California State Meeting

About two hundred and fifty kindergarten and primary teachers met in a varied two-day program for the second annual meeting of the California Kindergarten Primary Association at San Francisco, November 27-28th, Miss Katherine McLaughlin, University of California, Southern Branch, presiding.

The beloved memories of Miss Anna M. Stovall, a pioneer of early childhood education in California, charter member and treasurer of the association, hallowed the opening moments of the convention. The association is grateful to Miss Marion Barbour for her words of tribute and to Mr. Rudy Seeger for his beautiful rendition of Schubert's "Ave Maria," which expressed so exquisitely the loving appreciation all felt for the life of Anna M. Stovall.

At the business meeting, definite policies were outlined for research investigation as follows: (1) The development of the nursery school movement; (2) The study of teacher training problems; (3) Consideration of administrative problems; (4) Equipment; (5) Curriculum making.

Three reports, followed by discussions, were made by the Research Committee. Miss Barbara Greenwood, University of California, Southern Branch, reported on the development of the nursery school movement, tracing the progress in England, Germany and the United States and foreseeing opportunities for rapid development in this country. She stressed the urgent need for workers in this field, for which she feels the kindergartner best equipped to assume the working out of the new problems involved.

Miss Yetta Schoeniger, State Teachers College, San Jose, reported on and led in a discussion of the problems in teacher training.

Miss Clara E. Kapps, State Teachers College, Chico, led in a discussion concerning primary research work. "What primary work is doing for the higher grades," "The use of self-rating scales," and "Possibilities of keeping workshops open after school hours," were some of the topics discussed which are to be considered more fully in the committee work of the coming year.

The Saturday morning program was one of great benefit and inspiration. Through the courtesy of the San Francisco Board of Education and under the supervision of Miss Julia Hahn, nine classrooms, showing work in the kindergarten, first, second and third grades were open to the delegates and visiting teachers from 9 until 10:30. The free use of materials, literary appreciation, music, reading experiences, class discussions, a puppet show, checking of individual records, the use of a store in number work, writing, arithmetic drills, number games and the use of a coöperative library were among the many inspirational activities seen.

Following the demonstration, Miss Hahn led in a discussion of the problems involved.

The closing event of the convention was the get-together luncheon at the Fairmont Hotel, where addresses were given by Supt. Joseph M. Gwinn, San Francisco; Supt. H. B. Wilson, Berkeley, and Prof. Randolph, Department of Education, University of California.

The Reading Table

*Foundations of Method*¹

"Are we content to have as many people incompetent in morals as in music?" says Dr. Kilpatrick. "We are for the most part willing—indeed more than willing—to leave the making of music to the gifted few. But everybody needs morals, especially, as the humorist said, does the other fellow."

My first feeling in regard to this book was that no really educated person, a teacher or a school superintendent should waste time reading this long drawn out conversation about method, and learning and thinking. Why was it not written like other books on education, logically organized with all the points about interest and learning in one place, and all those about subject matter and morals in another?

No, that's not the way Dr. Kilpatrick writes. He uses the psychological way. He has written a simplified psychology which is interesting enough and clear enough for anybody to understand. The conversational method used by him is convincing and challenges many of us to get together and talk things out.

I should like to see this book used in Mothers' Clubs and in teachers' meetings, as children use dramatic readers in school. Let the principal and the teachers choose the parts they want to read. It promises to be more interesting than some schoolroom dramatizations.

Foundations of Method deals with the narrower and the wider problems of method. "No particular age of the learner is here contemplated. The considerations urged are believed to apply to all ages."

In discussing the two problems of method, the author says that the narrower

problem of method deals with the teaching of reading, arithmetic, and history, as such. In writing of the wider problem, he feels that our pupils ought to learn not only what is in the history course but to love history. "No person ever finds arithmetic, geography, or history by itself in life. It always comes embedded in a situation involving much more. It seems wiser to learn it as we find it thus embedded, for then we shall better recognize it the next time we meet it in life."

Besides containing discussions of method, the book includes subject matter in Moral Education, challenging us with such questions as: "Do you think truth telling less essential to life than certain words in spelling or certain facts in history?" "What kind of character is being built through all the learnings simultaneously going on?"

In his interesting conversational style, Dr. Kilpatrick brings in a bit of humor now and then:

"Psychology may help your nice well-dressed children who come from good homes, but it takes something stronger for mine. My first step with each new class is to put the fear of God into their souls. After that I can sometimes do something with them. Perhaps I might even use psychology then, if I knew enough about it."

In speaking of coercion and learning, he says, "If the child can beat the teacher, considerable satisfaction ensues. He has escaped, and he did it *by his own contrivance*."

Dr. Kilpatrick's "Inner Urge" seems to give the child a purpose to work "by his own contrivance," so the teacher won't be the only interesting thing he has to work on.

Many of you will be surprised to find so

¹ By William Heard Kilpatrick. Published by Macmillan Co., New York.

little space given to the discussion of the project. Quoting from the last chapter: "He refused to get stirred up by disputes, and he would not use the term project at all till the doctrines had all been discussed, so insistent was he that we not mistake the name, for the thing signified."

"You don't limit projects then to things made with the hands?"

"I most assuredly do not. Life is not so limited. Our educational outlook must

be broad as the whole of life. Wherever purpose can go, there you have projects."

"We surely must admit that the only way to learn to live well is by practicing living well."

I can express my appreciation of *Foundations of Method* in no better words than those of the book: "Now I see that we may become artists at teaching, and the art is based on science."—LUCILE E. ALLARD, Brooklyn, N. Y.

*Training the Toddler*¹

"The ways by which we grow in grace are three, instruction, experience and example," In these words Miss Cleveland in *Training the Toddler* sums up her conclusions as to the "wisdom gained by contact with the children and teachers of the Merrill Palmer School." To this she adds one other very significant concluding statement. She finds that in physical, mental, emotional and social development of little children joy is an essential factor. There can be no health, no right learning, no wholesome emotional condition, no goodness, without happiness. These and other sane general principles, illustrated in a picturesque way with stories of the children in the nursery school, are given in this book.

Training the Toddler is divided into six parts. In the part entitled *Standards for Physical Development* there are to be found broad outlines for the physical care of runabouts as well as practical suggestions as to carrying out the health program. *Standards for Mental Development* also gives a broad outline hinting at the great unexplored possibilities of the mind of a very little child. There follows the part on *Standards for Emotional Development*. Here the author shows that she believes that emotional development is the control and the right use of the primitive emotions of anger, love, and fear, and of the sex inter-

ests. She treats these emotional questions as one large section of behavior problems. The other section comes under the head of *Standards for Social Development*. Stories of the correction of personality and character difficulties in the children point the way to general principles for dealing with such troubles. Miss Cleveland lays down the general principles concretely and clearly. The opening chapter on the *Needs of the Toddler* and the closing part on *Graduating into the Kindergarten* round out the picture of the worthwhileness of rightly "training the toddler."

Miss Cleveland writes well. The book is most readable. She has written it for the use of parents and other interested adults, whose background of scientific knowledge may or may not be limited. It is for the general reader. The simple picturesque language, the beautiful pictures of real children, the test exercises at the end of each part, all contribute to its value as an addition to the library of any mother or teacher of nursery children. The book is well balanced, equal emphasis being laid on the four aspects of the life of a child which the writer has selected. The principles of child care and management set forth are sound, based on practical experience backed by scientific knowledge. As the reader puts it down at the end she feels that here is told the tale of the making of personality in the years when personality is surely being made.—ABIGAIL A. ELIOT, *Ruggles Street Nursery School, Boston*.

¹By Elizabeth Cleveland. J. B. Lippincott Co., Philadelphia.

*The Usages of the American Constitution*¹

It is refreshing to read a book so sincere and simple in its style and so sympathetic in its interpretation of that great mass of conventions and usages which have become as integral a part of our 1925 Constitution as is the document written in 1787.

Mr. Horwill analyses our Constitutional Structure as being composed of:

"(1) The Law of the Constitution, comprising

"(a) The Fundamental Law of the Constitution, consisting of the Constitution of 1787 as subsequently amended.

"(b) The Statute Law of the Constitution.

"(c) The Common Law of the Constitution.

"(2) The Conventions of the Constitution."

Finding that "It is, indeed, singular that American research, which during recent years seems to have peered into almost every nook and cranny of the edifice of American government, has so largely ignored the part played by usage in the actual working of the Constitution," he proceeds in a most interesting manner to share with his readers a keen insight into the workings of the group psychology which has resulted in what he quotes Freeman as calling, "a whole system of political morality, a whole code of precepts for the guidance of public men which will

not be found in any page of either the statute or the common law."

Mr. Horwill says that "One of the principal aims of the founders of the American Republic was to make the New World safe against democracy." He quotes Madison as saying "Pure democracies have ever been spectacles of turbulence and contention, have ever been found incompatible with personal security or the rights of property, and have in general been as short in their lives as they have been violent in their deaths."

The tracing of the development of the democratic spirit which has so altered the powers originally invested in the Presidential Electors; the story of how Vice-President Tyler set the precedent which has given the Vice-President acting as President the title as well as the duties of the office; the construction of the various steps which have built up the wall of prejudice against the choice of a President for a third term; the development of the President's Cabinet, a body not mentioned in the Constitution of 1787; the growth of the changes and restrictions in the election of and the powers exercised by, the members of the two branches of Congress; and finally, the tale of the various interpretations which have adapted the Constitution of 1787 to modern needs are some of the interesting points in the building up of a very human tale of the reaction of the American people to the pattern that was set for them so many years ago.—

GRACE M. JANNEY, Washington, D. C.

¹ By Herbert W. Horwill. Published by The Oxford University Press.

*Among the Magazines**The Mysterious I. Q.*

It is quite a feat to be able to select a title for an educational article which at once attracts attention and arouses curiosity. Such a title is "The Mysterious

I.Q.," which appeared in the February number of Scribner's Magazine. The author, Dr. Harlan C. Hines, is professor of education in the University of Cincinnati

—"an authority but not a fanatic on mental tests." The article tries to so unravel the mystery of the I.Q. that parents may view mental testing "as part of the day's work and trust to luck that their children will pull through somehow." Dr. Hines suggests that if teachers would only call the I.Q. "school-room ability, or some similar term, they would be forgiven other shortcomings. If the majority of us have intelligence quotients typical of thirteen-year-old-children, the things that are 'over our heads' are likely to make no appeal to us."

Those who have used intelligence tests as a basis for promotion and later tried to convince parents that their child did not have "the edge on all other children in matters of intelligence," or that he was a bit "shy on sense" will thoroughly sympathize with Dr. Hines' difficulty when he tried "to be tactful and refrained from informing the mother of the exact findings."

Some excellent suggestions are given in the article and some dangerous practices pointed out, the latter more or less familiar to all who have given intelligence examinations. An incident of an especially brilliant boy is cited who, after being told that he had made the highest score in the class, failed at the end of the next term in three out of four subjects. The boy explained his failure by saying that "before the in-

telligence tests were given he did not know how 'good' he was and that after he learned that he was the brightest member of his class he felt that it was not necessary for him to study any more." Dr. Hines adds—"if it is wrong to brand the child with a stamp of inferiority, it is also wrong to brand it with the stamp of superiority."

One of the real dangers stated is that of "classifying children by a test hastily or carelessly given by persons who do not understand it properly. Many teachers have grown quite enthusiastic over intelligence tests, and it stands to reason that some of them in their zeal will make errors." A suggestion is made that "if a child is found to be below average as a result of his first test, parents should demand that he be tested repeatedly to prove or disprove the first finding. If slowness to learn in school prohibits success in life we shall have no more Websters, Edisons, or Fords." Of course such striking examples of dullness in school are always most encouraging to those who fall behind the procession in the classroom.

Those to whom the I.Q. is no longer "mysterious" will find much of interest and profit in Dr. Hines' article, while parents should welcome this sincere attempt to discuss the subject in "plain English." "Nothing that has anything to do with the welfare of children should be shrouded in mystery."—CATHARINE R. WATKINS.

To those who are concerned with the welfare of the pre-school child, his health and his development, it is interesting and gratifying to read of the many agencies which are coöperating to bring about better conditions, as they are listed in a new publication of the American Child Health Association called *The Little Child in our Great Cities*. This "Narrative Account of Organized Work for the Health of the Pre-School Child in Twenty-four Cities of the United States" has been prepared by W. Bertram Ireland and includes an introduction by George Truman Palmer.

While not all the pre-school departments or nursery schools are mentioned, this book gives a comprehensive outline of the splendid work being done in many cities by clinics, day nurseries, charitable organizations, and various social agencies which exist for the purpose of helping little children.